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C. W. BARDEEN, Syracuse, N. Y.

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REPORT.

DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION,
Washington, D. C., November, 1877.

SIR: I have the honor to submit my eighth annual report, covering the year 1877.

During the year, education, in connection with other great interests, has continued to suffer from the hard times. The depreciation in the value of investments has reduced the income of even the best endowed institutions. Poverty has rendered it impossible for many young persons to pay tuition or other expenses at school and has compelled them to finish their studies prematurely. The appropriations for public schools have been decreased in many directions, sometimes to the great injury of their efficiency, as when the reduction of teachers' salaries has put poor teachers in the place of good ones, or when the school year has been shortened or the course of study abridged; but, on the whole, the systems of free public instruction in the different States have given new proof of their fitness to our wants as a people by what they have accomplished, in spite of the present financial distress and widespread unrest.

CONFLICT OF CAPITAL AND LABOR.

In my last report I noted the occasion we had, as a people, to congratulate ourselves that the first century of our national history was closing with so great freedom from the evils that have arisen in older civilizations from the conflicts between capital and labor. Unfortunately, the possibilities of these evils pointed out by eminent educators and other students of social science have become realities as never before among us. Singularly enough, the lesson taught by these outbreaks has apparently in some cases stopped short of tracing them to their source in individual character, and has failed also to discover the part to be performed by education as a means of protection against their recurrence.

In some communities where mob violence became most destructive, we have witnessed the surprising spectacle of unusual efforts, sometimes aided by thoughtful persons, to cripple or paralyze the local public school system. We cannot review these events without reaching the conviction that capital, patriotism, and statesmanship, each and all, should be more far-sighted.

In the shadow of these untoward events we may fitly recall the great Stein, amid the evils under which Prussia was struggling, when enumerating in his political testament the considerations fitted to elevate and preserve the state. He says:

> Most is to be expected from the education and instruction of youth. Could we by a method grounded on the internal nature of man develop from within every spiritual gift, rouse and nourish every noble principle of life, carefully avoiding one sided culture; could we diligently nurse those instincts, hitherto so often disregarded with shallow indifference, on which the force and dignity of man rest, * * * then might we hope to see a generation grow up vigorous both in body and soul, and a better prospect for the future unfold itself.

Some speak of our liberty and the institutions fostered by it as in their very nature a sufficient guarantee of the perpetuity of our blessings and an ample guard against all the ills incident to other forms of government. The experience of this year should suffice to dissipate this idea, and to bring us back to the conviction that our safety is only in the most vigilant use of every instrumentality fitted to assure the training of each child in the land in virtue and intelligence and in the pursuit of some useful and honorable vocation. The evils here recalled are not limited to the action of great mobs; they are found also in some form in the path of the thousands of "nomadic paupers" who wander about the country.

It will not be amiss for the educator to recall the conditions which have attended the growth of these evils elsewhere. We are glad to believe that the horrors of the French revolution of 1793 would be impossible among us; but it should be remembered that there has been no lack of bread in our land while we have witnessed these crimes of the mob and the "tramp." Indeed, it may be doubted whether we have sufficiently reflected upon the enormities possible in our communities if the systematic vagrancy of the ignorant, vicious, and criminal classes should continue to increase; since the great size of our country and its facilities for travel will afford to any who choose to leave their own neighborhoods for such evil purposes unusual opportunities for committing crime and mischief unrecognized.

There is, no doubt, a lesson for us in the statement made by the famous Fletcher of Saltoun and used by Lecky,[1] to the effect that in 1698 there were in the little country of Scotland two hundred thousand people begging from door to door, besides a great many poor families, very meanly provided for by the church boxes, with others who by living upon bad food fell victims to various diseases. A similar lesson may be learned from a similar condition of affairs in the other small country of Ireland. Arthur Dobbs, in 1731, computed the number of strolling beggars in a single year at thirty-four thousand.[2]

Do not the warnings which we may derive from such experiences in other countries emphasize the conclusion that all interests require such a training for every child in the community as to turn him aside from the current which bears on to these evils? How can we resist the conclusion that his physical, intellectual, moral, and industrial training should be most efficiently arranged and carried forward to establish for him safeguards against a life of idleness, vice, or crime? Moreover, even if it be granted that we have never suffered, as did the French before 1793, from royal and aristocratic oppression, and that we possess and enjoy the largest reasonable liberty for all classes, still the educator, in reasoning upon the acts of violence which have occurred among us during the year, may well ask what the consequences might have been had these disturbances been preceded here, as they were in France, by a series of dry seasons and bad crops, and these poor crops themselves injured or destroyed. Indeed, for the instruction of all patriotic teachers, M. Taine's picture of these events may well be contrasted with what has actually occurred here.

In each event we must come back from the mass to the individual, and from the adult to the child, in order to do the work of preventing such evils.

Here our most common maxims are eloquent:

> 'Tis education forms the common mind:
> Just as the twig is bent the tree's inclined.

The mind of every child must be formed for all that is good before him and armed against all that is evil. All his powers must be developed to resist misfortune and wrong. Capital, therefore, should weigh the cost of the mob and the tramp against the expense of universal and sufficient education.

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[1] History of England in the Eighteenth Century, vol. ii, p. 43.
[2] Ibid., vol. ii, p. 273.

CORRESPONDENTS OF THE OFFICE.

The following summary gives the number of the correspondents of the Office, showing the sources of the information contained in these reports:

Statement of educational systems and institutions in correspondence with the Bureau of Education in the years named.

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.
States and Territories	37	37	44	48	48	48	48	48
Cities	....	249	325	533	127	241	239	241
Normal schools	53	65	98	114	124	140	152	166
Business colleges	26	60	53	112	126	144	150	157
Kindergärten	....	....	....	42	55	95	149	177
Academies	....	638	811	944	1,031	1,467	1,550	1,650
Preparatory schools	....	....	....	86	91	105	114	123
Colleges for women	33	136	175	205	209	249	252	264
Colleges	266	290	298	323	343	385	381	385
Schools of science	17	41	70	70	72	76	76	77
Schools of theology	80	94	104	140	113	123	125	127
Schools of law	28	39	37	37	38	42	42	45
Schools of medicine	63	82	87	94	99	104	102	106
Public libraries	156	180	306	377	676	2,200	2,275	2,440
Museums of natural history	....	....	50	43	44	53	54	55
Museums of art	....	....	....	22	27	27	31	....
Art schools	....	....	....	....	26	29	30	....
Institutions for the deaf and dumb	34	36	37	40	40	42	43	45
Institutions for the blind	10	26	27	28	28	29	29	30
Schools for the feeble-minded	....	8	....	7	9	9	11	11
Orphan asylums, &c	....	....	77	180	269	408	533	540
Reform schools	28	20	20	34	56	67	63	63
Total	831	2,001	2,619	3,449	3,651	6,085	6,449	6,750

It will be observed that all the systems and institutions here included publish either reports or catalogues or both.

A complete list of the American correspondents of this Office would embrace two important additions to the foregoing summary, viz: (1) many thousand county superintendents and members of school boards and of collegiate and scholastic faculties who do not issue separate printed publications, but who correspond with the Office and desire its publications; and (2) a large number of writers and students who often assist the Office without expecting other remuneration than its publications.

Mail matter.—The following table shows the amount of mail matter handled during the year:

Mail matter sent.

Letters, written	6,500
Letters, printed	7,500
Acknowledgments of documents received	6,000
Documents (packages)	15,000
Total	35,000

Mail matter received.

Original letters (inquiries, requests, &c)	4,000
Replies to inquiries of the Office	5,000
Receipts for documents sent	15,000
Documents (packages)	6,000
Total	30,000

EXPECTATIONS IN REGARD TO THE OFFICE.

Those correspondents who indulge special expectations in regard to the Office should not forget the terms of the law under which it was organized. It requires the collecting of "such statistics and facts as shall show the condition and progress of education in the several States and Territories, and the diffusion of such information respecting the organization and management of school systems and methods of teaching as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."

As has been well said, "the Office may be termed a clearing house of educational information." But, however comprehensive its duty in regard to collecting and disseminating information, it provides for no exercise of authority and none should be expected from it. It may be reasonably anticipated that its plans will be comprehensive and its methods characterized by the utmost fairness. However great the interest of the Office in any one part of its duty, it must have greater concern for the whole. The guide to its conclusions must be the light that shines from the lamp of our entire educational experience as a people. To the ardor of enthusiasts in different departments of educational labor this light may not always be characterized by the heat they would desire, but it is, on that account, the safer. When this Office commenced its work there was before the country no standard for a national educational report. These reports, made from year to year, furnish the facts upon which there may hereafter be formed a fair judgment of what such a report should be; made under all the embarrassments of the past, they have demonstrated the possibility of a national report. They show how the light from all phases and conditions of education may be gathered up and reflected for the benefit of the whole country. Some results are already very apparent.

1. The remarkable unanimity of coöperation received by the Office from those engaged in every grade of our educational work, shows how universal is the conviction that such an Office is desired.

2. It indicates that, according to the judgment of our educators, the present plan of work is, in the main, the right one.

3. There has been a gratifying progress in simplifying and systematizing the nomenclature used in educational publications, but this makes what is yet needed in this direction still more apparent.

4. It moreover disposes of the fallacy that the gathering of information is a grasping after power.

5. The improvement in our educational nomenclature and in other conditions of statistics most essential to their value affords ground for hope that our teachers and educational officers may anticipate in the near future such clear and full demonstration of some of the leading principles in the establishment and conduct of institutions and systems of education, by the people and for the people, as to relieve themselves of the uncertainties which often embarrass them now and well-nigh defeat their efforts. In these valuable contributions of data essential to the formation of a science of education among us, each contributor, unmoved by any authority or expectation of pecuniary reward, may fairly adopt the language of Bacon, when he says, "I hold every man a debtor to his profession; from the which, as men of course do seek to receive countenance and profit, so ought they of duty to endeavor themselves, by way of amends, to be a help and ornament thereunto."[1]

It should be remembered that the Office has never had sufficient force to prepare the work expected of it under the law. In preparing its reports the only direct reward that it can promise its correspondents is a copy of the document in which their contributions are printed, but this is not always ordered by Congress in sufficient numbers for this purpose. Of late, also, its means for collecting statistics and publishing Circulars of Information have been greatly restricted. There has, however, been a steady increase (1) in the value of the work prepared by its regular clerks, (2) in the value of the contributions forwarded free by its collaborators, and (3) in its collection of books and appliances illustrative of education.

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[1] Elements of the Laws, preface.

In the embarrassments arising from lack of means to publish needed information, all that has been possible with the force of the Office has been done to make manuscript replies to inquiries. Not a few of these have required much time and a command of material nowhere else possible in the country. Indeed, were there no work to be done on the annual report or on Circulars of Information, the current calls on the Office would now absorb the working capacities of its entire force.

THE ABSTRACTS.[1]

The abstracts which immediately follow this part of the Report of the Commissioner and precede the statistical tables of the appendix are prepared from the printed material furnished by the correspondents of the Office and from the numerous educational journals published in the United States. The printed matter thus examined and summarized annually is more than seventy thousand pages. It has been practicable, with the present force of the Office, to assign only two persons to this labor, a number inadequate to its preparation; especially as a very large number of inquiries demanding elaborate replies can be answered only in this division of the Office.

SCHOOL REPORTS.

I do not think that these documents are so carefully studied anywhere else in the country. There can be no question of their superior merit if they are compared with any other State or city documents. Often the intelligence and stability of local educational sentiment can be estimated by the strength and value of these reports. The beneficial effect upon school administration of a proper expenditure of effort and money in this way can hardly be attained by any other method of communicating the same information. It may be considered settled that in a republic school officers must promote the training of the people in sound ideas respecting educational theories and practice with as much care as they promote the instruction of the young in their schools. Careful students of school reports frequently are surprised by the total misconception and misrepresentation of many persons as to their use and value.[2]

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[1] On page 3 infra may be found the rules followed in the preparation of these abstracts.

[2] Their use and value have been well expressed in the following sentences, which were written by an excellent and well known teacher after a careful study of the collection for the year 1877 in this Office: "It is impossible to read the various school reports of our country without being profoundly impressed with the watchful care and intelligent forethought of those to whom these interests are committed. Especially is this the effect of the reports from the larger cities, where, as the work is most concentrated and most completely organized, there is opportunity for the most perfect supervision. While these reports indicate the fixed and enduring character of our graded school system, they show that its friends are not obstinately committed to precedents, but are ever on the alert to modify and expand the system according to the changing conditions of the communities to which it ministers. The reports of 1877 abound in evidences of this disposition. The attention given to industrial drawing, the introduction of German in the public schools of cities having large proportions of German population, the efforts made to familiarize pupils with the elements of the natural sciences, to cultivate a taste for literature while still maintaining the drill in that narrow round of studies which enter most constantly into the ordinary business by which they must live—all these are proofs of the flexibility of the American school system. These provisions for the intellectual wants of the young are not confined to the school room. In many cities public libraries exist in immediate relation to the educational department, and an important feature of their administration is their adaptation to the use and needs of students; thus, in Cincinnati, Cleveland, and St. Louis the public libraries are under the control of the board of education. The financial depression of the year has necessitated great economy in the management of school finances. In considering possible retrenchments, Mr. W. T. Harris, superintendent of schools for St. Louis, is led to propose the introduction of half time schools in the two lowest grades. This plan, it is believed, involves not economy only, but the mental and physical advantage of the pupils. It is generally admitted that from two and a half to four and a half hours' mental labor is all that should be allowed children under twelve years of age. It is also conceded that the alternation of study and work has an excellent effect upon children, increasing their interest in both and their capacity for close attention. It appears, then, that a combination of half time literary schools with industrial training would afford the best possible conditions for elementary scholars."

The sale of school reports is sometimes advocated among us by those who have heard of the sale of public documents in other countries. The policy of selling documents may be good if the Government desires to let those who cannot buy such books live in ignorance of public affairs, thus limiting a knowledge of its conduct to a ruling class which has means to purchase at will. A monarchy or an aristocracy may find such a policy expedient, but a republic may well hesitate before adopting it. Indeed, the preparation and free distribution of reports on education is a part of the general policy which underlies our free public school systems. To matters of education the law of supply and demand does not apply. Says Lecky:

> Thus education, in its simplest form, which is one of the first and highest of all human interests, is a matter in which government initiation and direction are imperatively recognized, for uninstructed people will never demand it, and to appreciate education is itself a consequence of education.

Lord Macaulay, in a speech on education in the House of Commons, felicitously remarked on this topic:

> If, they say, free competition is a good thing in trade, it must surely be a good thing in education. The supply of other commodities—of sugar, for example—is left to adjust itself to the demand; and the consequence is that we are better supplied with sugar than if the government undertook to supply us. Why, then, should we doubt that the supply of instruction will, without the intervention of the government, be found equal to the demand?
>
> Never was there a more false analogy. Whether a man is well supplied with sugar is a matter which concerns himself alone. But whether he is well supplied with instruction is a matter which concerns his neighbors and the state. If he cannot afford to pay for sugar, he must go without sugar. But it is by no means fit that, because he cannot afford to pay for education, he should go without education. Between the rich and their instructors there may, as Adam Smith says, be free trade. The supply of music masters and Italian masters may be left to adjust itself to the demand. But what is to become of the millions who are too poor to procure without assistance the services of a decent schoolmaster?

SCHOOL AND COLLEGE CATALOGUES.

The annual catalogue is a very common publication among all classes of institutions of learning. The study of the very great number of them accumulated in this Office reveals the fact that they do not always enable the receiver to address the institutions which issue them. Every catalogue should, it seems, contain somewhere the post office address of the institution which publishes it. It appears from our correspondence that many of the older institutions have not complete sets of their own catalogues. Many institutions, forgetting the historical value of these publications, fail to send them to libraries where they would be preserved and come into use in future research. As a rule, catalogues published at the present time give the course of study that it is *proposed* to accomplish in the year represented by the issue. Why should they not give the course of study accomplished in the year previous to their issue, and thus supply an important element in any estimate or consideration of educational progress? The careful study of these catalogues required in the work of the Office also suggests that they might accomplish more effectively the purpose for which they are published by including in each annual issue a brief, strong paper by some member of the faculty on some educational subject.

In reference to that class of college catalogues known as "triennial," many questions are suggested. They give many facts of value; but does not the progress of educational inquiry demand important changes? The language of these is usually Latin. If they were issued solely for scholars there might be some excuse for continuing to print them in Latin, but, in addition to the information they give to persons who read that language, they are expected to show to others what the institution has done in training men for different pursuits in life, and thus to furnish a basis for the judgment and choice of those seeking education for themselves or their friends. Why not, then, give the information in plain English? Most of these catalogues designate the clergy and those who have received medical degrees; so they note, perhaps, those who have become members of certain learned societies. There seems to be no good reason why they should not treat all the alumni alike, noting the occupation and giving the last known place of residence of each. By the use of symbols and abbreviations much more information of value to the student, the historian, and the college could be printed in a space no greater than that at present used.

STATISTICS.

The statistics published in the appendix to these annual reports have been collected by this Office every year in the following way: A printed form containing a series of inquiries and spaces for answers is sent to the head of every system and institution on the lists, which is returned by the head thereof with the answers inserted in writing. These are transcribed into the tables; from these the summaries here presented have been made.

The influence of this extensive system of keeping the accounts of education is already apparent in many directions:

1. The accounts are better kept.
2. They are better understood by those who keep them. It is not surprising that those who are inexact in their methods should find something to disturb them in keeping an accurate record of their educational work, but when this has been well done none have a higher appreciation of its value.
3. New officers are specially aided in taking up their duties by greater fulness and accuracy of records.
4. The public is better able to inform itself in regard to every phase of education. There is in most people a fondness for fair and frank dealing. In the recent serious assaults upon many local systems of education, not a few would have been overturned had the records of the past ten years been as imperfect as those of the previous decade.
5. No man now need blunder on account of the narrowness of his own experience or observation. He has within his reach the recorded experience of forty-four million people; he need not err in estimating the relation of his work or of his system or school to that of others, or to the whole educational working force of the country.

Statistical summary of institutions, instructors, and students, as collected by the United States Bureau of Education, for 1872, 1873, *and* 1874.

	1872.			1873.			1874.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools	(*a*)	23, 194	1, 215, 897	(*b*)	27, 726	1, 564, 663	(*c*)	16, 488	976, 837
Normal schools	98	773	11, 778	114	887	16, 620	124	966	24, 405
Commercial and business colleges.	53	263	8, 451	112	514	22, 397	126	577	25, 892
Kindergärten	......	......	....	......	....	....	55	125	1, 636
Institutions for secondary instruction.	811	4, 501	98, 929	944	5, 058	118, 570	1, 031	5, 466	98, 179
Preparatory schools	(*d*)	(*d*)	(*d*)	86	690	12, 487	91	697	11, 414
Institutions for the superior instruction of women.	175	1, 617	11, 288	205	2, 120	24, 613	209	2, 285	23, 445
Universities and colleges	298	3, 040	45, 617	323	3, 106	52, 053	343	3, 783	56, 692
Schools of science	70	724	5, 395	70	747	8, 950	72	609	7, 244
Schools of theology	104	435	3, 351	110	573	3, 838	113	597	4, 356
Schools of law	37	151	1, 976	37	158	2, 112	38	181	2, 585

a 326 cities were included in 1872, which had a population, according to the ninth census, of 8,036,937.

b 533 cities, towns, and villages were included in 1873, which had a population of 10,042,892.

c 127 cities, containing 10,000 inhabitants or more, were included in 1874; their aggregate population was 6,637,905.

d Included in the institutions for secondary instruction.

Statistical summary of institutions, instructors, and students, &c.—Continued.

	1872.			1873.			1874.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
Schools of medicine, of dentistry, and of pharmacy.	87	726	5, 995	94	1, 148	8, 681	99	1, 121	9, 095
Institutions for the deaf and dumb.	36	267	4, 337	40	289	4, 534	40	275	4, 900
Institutions for the blind...	27	513	1, 856	28	545	1, 916	29	525	1, 942
Schools for feeble-minded children.	......	....	....	9	213	758	9	312	1, 265
Orphan asylums, industrial schools, and miscellaneous charities.	77	852	10, 324	178	1, 484	22, 107	269	1, 678	26, 360
Reform schools	26	331	4, 230	34	579	6, 858	56	693	10, 848

Statistical summary of institutions, instructors, and students, as collected by the United States Bureau of Education, for 1875, 1876, *and* 1877.

	1875.			1876.			1877.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools...............	(*a*)	22, 152	1, 180, 880	(*b*)	23, 504	1, 343, 487	(*c*)	23, 830	1, 249, 271
Normal schools	137	1, 031	29, 105	151	1, 065	33, 921	152	1, 189	37, 082
Commercial and business colleges.	131	594	26, 109	137	599	25, 234	134	568	23, 496
Kindergärten	95	216	2, 809	130	364	4, 090	129	336	3, 931
Institutions for secondary instruction.	1, 143	6, 081	108, 235	1, 229	5, 999	106, 647	1, 226	5, 963	98, 371
Preparatory schools	102	746	12, 954	105	736	12, 369	114	796	12, 510
Institutions for the superior instruction of women.	222	2, 405	23, 795	225	2, 404	23, 856	220	2, 305	23, 022
Universities and colleges ..	355	3, 999	58, 894	356	3, 920	56, 481	351	3, 998	57, 334
Schools of science..........	74	758	7, 157	75	793	7, 614	74	781	8, 559
Schools of theology	123	615	5, 234	124	580	4, 268	124	564	3, 965
Schools of law	43	224	2, 677	42	218	2, 664	43	175	2, 811
Schools of medicine, of dentistry, and of pharmacy.	106	1, 172	9, 971	102	1, 201	10, 143	106	1, 278	11, 225
Institutions for the deaf and dumb.	41	293	5, 087	42	312	5, 209	43	346	5, 743
Institutions for the blind...	29	498	2, 054	29	580	2, 083	30	566	2, 179
Schools for feeble-minded children.	9	317	1, 372	11	318	1, 560	11	355	1, 781
Orphan asylums, industrial schools, and miscellaneous charities.	278	1, 789	54, 204	385	3, 197	47, 439	......	....	....
Reform schools	47	678	10, 670	51	800	12, 087	......	....	....

---

a 177 cities, each containing 7,500 inhabitants or more, were reported in 1875; their aggregate population was 8,804,654.

b 192 cities of 7,500 inhabitants or more were reported in 1876; their aggregate population was 9,128,955.

c 195 cities of 7,500 inhabitants or more are reported in 1877; their aggregate population is 9,099,025.

The above may be called a summary of the summaries which will be given in this part of my report. In considering the inquiries possible in this report, it should be borne in mind that only a limited number of the inferences that may be justly drawn from its facts are mentioned or even hinted at in these summaries. Moreover, however great the effort to condense into the report the great mass of trustworthy statements furnished to the Office, and thus to convey the largest amount of information possible, it should be remembered that there is always in view, in all this work, as a special object, the promotion of the thorough study of educational statistics, with the hope that these may be steadily advanced toward perfection, and thus become more and more valuable to all who seriously seek right educational theory and practice for themselves, their children, their country, or their State.

In taking up the following mass of figures it is not improper, therefore, to recall the observations made some years ago by that eminent scientist Dr. Ficker:

> School statistics include an exhibit of the actual state of education and its results at a certain given moment, with a view of ascertaining the laws which regulate them. The very name, which, perhaps, would better be "educational statistics," shows the importance as well as the difficulty of the subject, which has recently, more than ever before, occupied the attention of statisticians.
>
> It may well be asked whether there can be any educational statistics, and it has seemed doubtful whether statisticians, with the means at their command, could successfully enter a field where the exhibit of mere facts would least of all seem sufficient. Education, however, is not altogether beyond the statistician's reach. Tables are certainly the most important but not the only element of his exhibit. He may also give existing facts and results obtained in the form of a brief summary, only it should be borne in mind that he has to deal with a summary of *facts* and the development of *laws*. On no other field of inquiry, perhaps, will he have to weigh each expression so carefully in order to avoid even the appearance of mixing individual opinions with his exhibit of facts or of merely coloring them according to his own point of view.
>
> The fact that there are limits beyond which statistics cannot go, must not deter the statistician. Even in that part of statistics which occupies itself most with mere figures, financial statistics, there are points which the statistician cannot reach.
>
> * * * * * * *
>
> Should no attempt be made to give educational statistics because they also have their limits; because it will be difficult, if not absolutely impossible, to give all the individual methods of instruction or the free form of scientific activity at a university? Most assuredly not, for, even if only attempts are made, the way may be cleared and the limits of inquiry more clearly defined.
>
> The development of statistics as a science has convinced statisticians that there is only one admissible method of giving facts, viz, the comparative method, the results of which gain all the more trustworthiness the wider the range from which facts have been gathered.
>
> The question as to whether there can be any educational statistics naturally leads to the question of the possibility of *international* educational statistics.
>
> It cannot be denied that the best and noblest blossom on the tree of human culture, the development of the intellect and of morals, blooms in every country on its own ground and under peculiar conditions. The educational system of a nation bears, therefore, in every country its own distinctive impress, to understand which thoroughly would require a retrospective view as well as a study of the present condition. The same difference observable in the financial, military, or commercial state of nations may also be seen in their different educational systems.
>
> * * * * * * *
>
> The way in which education develops itself in a country will be the only sure standard of measuring the intellectual development of its inhabitants. The gathering and exhibiting of the facts which express this development are therefore synonymous with the statistics of a nation's most cherished treasure, its intellectual development. And as there is only one true intellectual development, though showing itself in different forms, thus there can also be only one way of statistically representing it. Educational statistics must, therefore, besides schools, in the proper sense of the word, also include all other institutions for the promotion of science and art.
>
> International educational statistics must therefore have regard to institutions which may exist in one and not in another state, where, it may be, education has not yet reached a sufficiently high degree of development or where peculiar circumstances prevent the establishment of certain institutions of learning; provided only that such facts form really essential points in the educational system of a nation—for educational statistics are not to be a mere curiosity shop. Since there is no doubt, then, as to the feasibility of exhibiting the educational statistics of a country, it will much less be doubted that such an exhibit will exercise a beneficial influence on education itself.

Here, also, as in so many other respects, it proves true that good statistics are the common property of the whole nation. Napoleon I said: "Statistics mean the keeping an exact account of a nation's affairs, and without such an account there is no safety." And Gœthe said: "I do not know whether figures govern the world, but this I do know—they show *how* it is governed."

Good educational statistics will show the present generation occupied with caring for a future one; it will faithfully depict a nation's hopes and fears connected with this care, and will thereby enable states and individuals to preserve the intellectual heritage of centuries long gone by, and transmit it to the coming generations. Educational statistics alone can show the way out of the bewildering maze of different educational systems; they will be of more than ordinary importance in a state occupied with a reform of its educational system. All such reforms would build on a very unsafe foundation if they had not been preceded and were not constantly accompanied by most exhaustive educational statistics.

Dr. Engel, the eminent director of the Prussian Bureau of Statistics, under the head of methods of exhibiting the results of statistical inquiry, enumerates (1) descriptive exhibit, (2) tabular exhibit, and (3) graphic exhibit.

In preparing these reports I have not been unmindful of this threefold presentation of results, but the means at the command of the Office have not permitted that use of graphics which I have desired. A few, however, of an inexpensive character, are introduced in connection with the summaries which follow.

TABLE I.—PART 1.—*Summary* (A) *of school age, population, enrolment, attendance, &c.*

States and Territories.	School age.	School population.	Number between 6 and 16 years of age.	Number enrolled in public schools.	Average daily attendance.	Average duration of school in days.
Alabama	7–21	369, 447		141, 230	101, 676	82
Arkansas	6–21	190, 282		31, 150		
California	5–17	200, 066	*a*200, 066	147, 863	89, 539	147
Colorado	6–21	21, 612		14, 085	8, 141	
Connecticut	4–16	137, 099	114, 249	119, 208	*b*75, 822	177. 5
Delaware	5–21	35, 649		24, 061		
Florida	4–21	*c*74, 828		26, 052	16, 720	
Georgia	6–18	394, 037		179, 405	115, 121	
Illinois	6–21	992, 354		694, 489	420, 031	
Indiana	6–21	694, 706	521, 030	498, 726	298, 324	128
Iowa	5–21	568, 026	365, 493	421, 163	251, 372	145
Kansas	5–21	232, 861	135, 750	157, 919	118, 612	108
Kentucky	*d*6–20	512, 808		248, 000	160, 000	110
Louisiana	6–21	266, 033		85, 000	54, 390	135
Maine	4–21	217, 417		155, 428	104, 318	117
Maryland	5–20	276, 120		150, 276	75, 726	184
Massachusetts	5–15	297, 202		307, 832	222, 704	176
Michigan	5–20	469, 444		357, 139	210, 000	148
Minnesota	5–21	238, 362		162, 551		82
Mississippi	5–21	324, 989		160, 528	97, 302	*e*77
Missouri	6–20	725, 728		394, 848	182, 000	60
Nebraska	5–21	92, 161		56, 774		127
Nevada	6–18	8, 475		5, 521	3, 832	142. 8
New Hampshire	4–21	73, 418		68, 035	47, 921	92
New Jersey	5–18	318, 378		198, 709	107, 961	184
New York	5–21	1, 586, 234		1, 023, 715	559, 537	178. 5
North Carolina	6–21	408, 296		201, 459	104, 173	60
Ohio	6–21	1, 027, 248	757, 440	722, 240	448, 100	160

a Number between 5 and 17.

b For the winter; 68,588 for the summer.

c In 1873.

d For colored population the school age is from 6 to 16.

e In the counties; in the cities, 200 days.

TABLE I.—PART 1.—*Summary* (A) *of school age, population, &c.*—Continued.

States and Territories.	School age.	School population.	Number between 6 and 16 years of age.	Number enrolled in public schools.	Average daily attendance.	Average duration of school in days.
Oregon	4–20	50, 649	....	45, 584	30, 389	....
Pennsylvania	6–21	*a*1, 200, 000	....	907, 412	575, 597	148. 94
Rhode Island	5–15	*b*53, 316	....	43, 698	29, 276	181
South Carolina	6–16	228, 128	228, 128	102, 396	....	60
Tennessee	6–18	442, 458	....	227, 643	142, 266	70
Texas	8–14	127, 085	....	109, 052	....	66
Vermont	5–20	92, 925	....	72, 909	45, 318	....
Virginia	5–21	482, 789	307, 230	204, 974	117, 843	112
West Virginia	6–21	184, 760	....	123, 504	72, 278	95. 04
Wisconsin	4–20	478, 388	....	291, 270	....	*c*149
Total	....	14, 093, 778	2, 629, 386	8, 881, 848	4, 886, 289	....
Arizona	6–21	2, 955	....	903	580	190
Dakota	5–21	11, 046	....	6, 431	....	75. 6
District of Columbia	6–17	*d*31, 671	*e*29, 133	21, 264	16, 318	188
Idaho	5–18	2, 777	....	2, 724	....	....
Montana	4–21	4, 892	....	4, 597	....	....
New Mexico	7–18	*d*29, 312	....	5, 151	....	132
Utah	6–16	30, 792	30, 792	19, 779	13, 420	146
Washington	4–21	12, 997	....	5, 385	....	130
Wyoming	7–21	....	....	1, 690	....	....
Indian:						
Cherokees	7–21	4, 041	....	2, 800	1, 500	200
Creeks	10–18	716	....	616	448	....
Choctaws	6–20	2, 300	....	1, 133	745	168
Seminoles	....	471	....	157	108	180
Total	....	133, 970	59, 925	72, 630	33, 119	....
Grand total	....	14, 227, 748	2, 689, 311	8, 954, 478	4, 919, 408	....

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a In 1873.

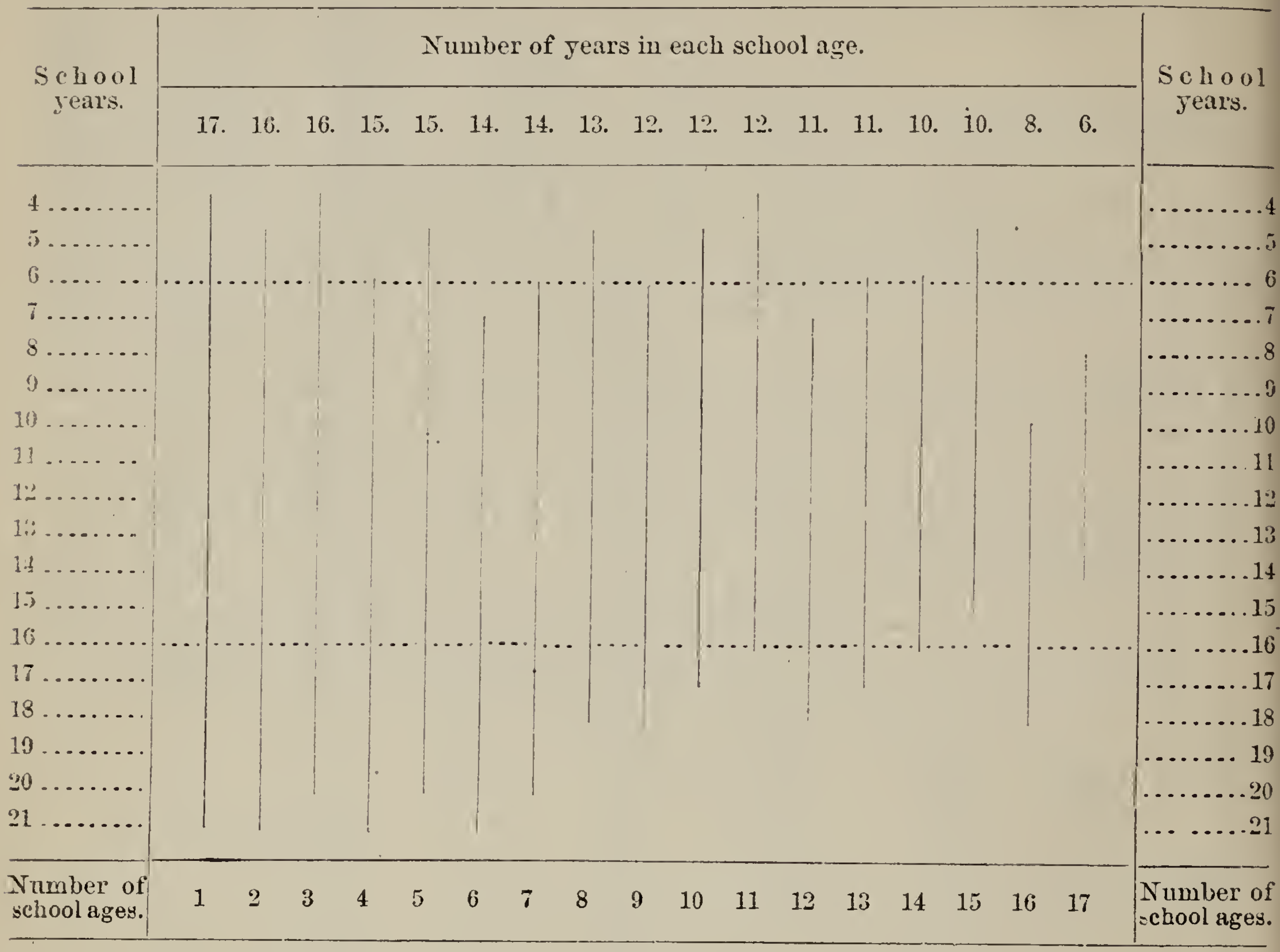
b Census of 1875.

c In the counties; in the cities, 193 days.

d United States census of 1870.

e In 1870.

Diagram No. 1, *showing the different school ages in the States and Territories during* 1877.



The above diagram shows that there are seventeen different school ages in the States and Territories, of which the longest, from the fourth to the twenty-first year, extends over seventeen years. The shortest, from the eighth to the fourteenth year, covers a period of six years only.

The first is practically too long for any public school system which does not include superior instruction, and the last is as evidently too short to allow the timely and effectual training which every child should receive. The period of ten years between the sixth and the sixteenth year, which is approved by many of our best educators as the most suitable for public elementary and secondary education, is indicated by the dotted lines which cross the diagram horizontally.

Diagram No. 2 shows on the left what percentage of the population of legal school age in the several States and Territories was in daily average attendance; and on the right what percentage of said population was enrolled in the public schools. The fact that the school age varies widely in different States not only partially accounts for the relative positions of the States indicated in the table, but also explains how it is that in Massachusetts more than 100 per cent. of the children of school age are reported enrolled.

The percentage of daily average attendance is not given in the States of Arkansas, Delaware, Minnesota, Nebraska, South Carolina, Texas, and Wisconsin, and in the Territories of Dakota, Idaho, Montana, New Mexico, Washington, and Wyoming.

Diagram No. 2,

Showing the relation of enrolment and average attendance to school population.

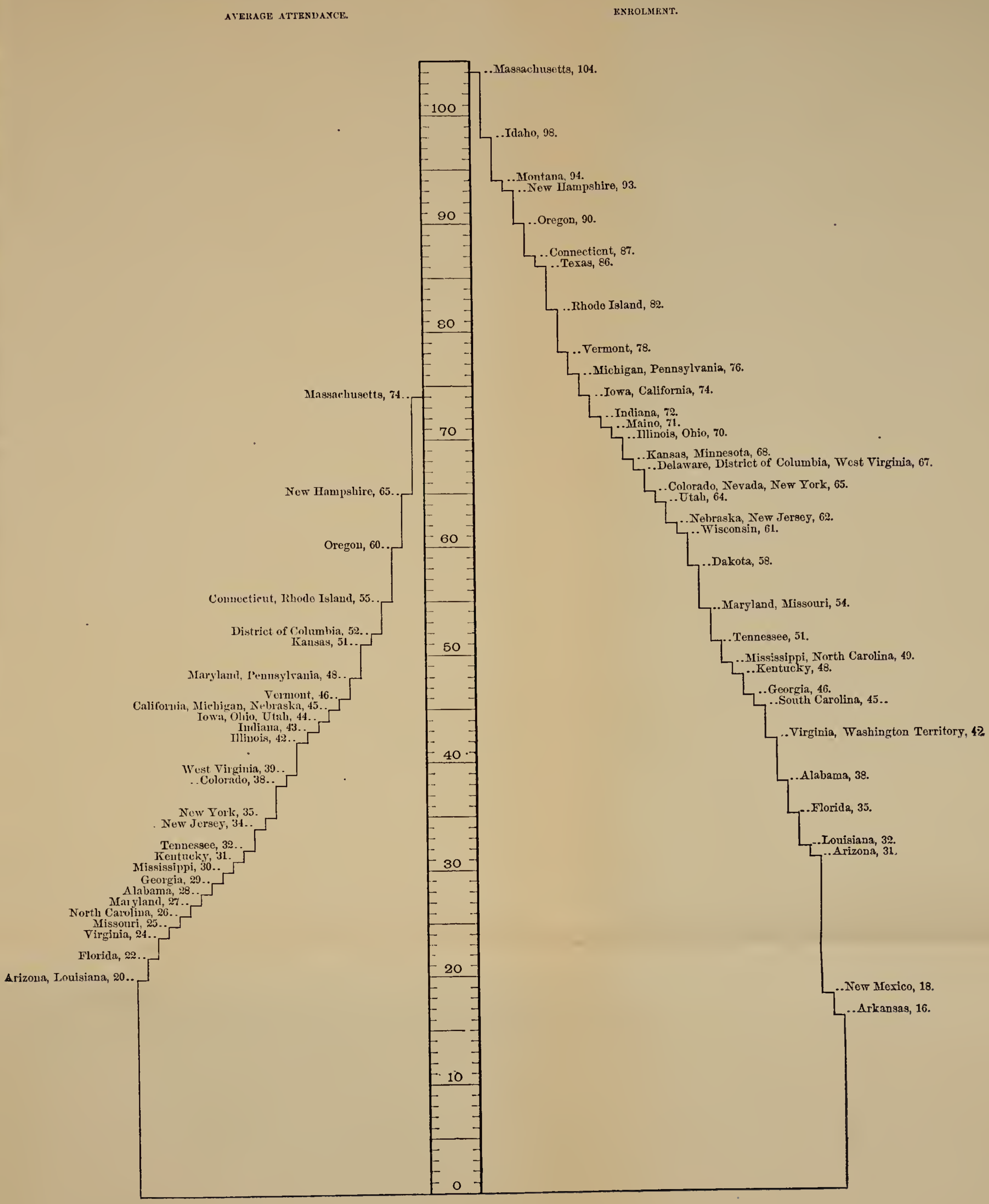


TABLE I.—PART 1.—*Summary* (B) *of the number of teachers employed in the public schools, and the average salary of teachers per month, in the respective States and Territories.*

States and Territories.	Number of teachers employed in public schools.		Average salary of teachers per month.	
	Male.	Female.	Male.	Female.
Alabama	(4,145)		$22 65	$22 65
Arkansas	639	187	50 00	40 00
California	1,184	1,983	83 78	69 68
Colorado	183	250	56 10	51 45
Connecticut	753	2,354	64 55	36 20
Delaware	270	231	(30 75)	
Florida	375	182	....	....
Georgia	*a*3,267	*a*1,633	....	....
Illinois	9,162	12,836	46 17	32 23
Indiana	8,109	5,465	61 27	39 20
Iowa	7,348	12,518	34 88	28 69
Kansas	2,772	3,279	33 19	29 82
Kentucky	1,600	2,700	40 00	35 00
Louisiana	767	740	45 00	35 00
Maine	2,253	4,543	41 84	25 64
Maryland	1,243	1,663	41 95	41 95
Massachusetts	1,118	7,390	75 64	33 04
Michigan	3,781	9,220	42 54	27 45
Minnesota	1,711	3,031	36 75	28 31
Mississippi	(4,125)		29 19½	29 19½
Missouri	5,904	3,747	(30 00)	
Nebraska	1,571	2,158	35 46	31 80
Nevada	36	77	112 63	85 20
New Hampshire	591	2,955	38 37	24 71
New Jersey	954	2,356	63 78	37 04
New York	7,850	22,311	....	....
North Carolina	1,728	654	30 00	30 00
Ohio	10,855	12,148	....	....
Oregon	720	502	50 00	35 00
Pennsylvania	9,096	11,556	37 38	32 30
Rhode Island	*b*294	*b*987	80 69	45 91
South Carolina	1,639	1,035	28 32	26 87
Tennessee	3,741	1,260	28 53	28 53
Texas	*c*(3,100)		*c*(53 00)	
Vermont	720	3,608	34 44	21 60
Virginia	2,967	1,773	33 10	27 37
West Virginia	2,797	896	34 89	32 09
Wisconsin	(9,858)		*d*40 48	*d*26 35
Total number of teachers in States	(257,454)		....	....
Arizona	6	25	100 00	50 00
Dakota	100	154	....	....
District of Columbia	31	299	96 17	71 21
Idaho	....	....	....	....

a These items, compiled from later returns, were inserted after the completion of the table in the appendix.

b Includes teachers in evening schools.

c In 1875.

d In the counties; in the cities the average salaries are: of men, $108.20; of women, $35.93.

TABLE I.—PART 1.—*Summary* (B) *of the number of teachers employed in the public schools, &c.*—Continued.

States and Territories.	Number of teachers employed in public schools.		Average salary of teachers per month.	
	Male.	Female.	Male.	Female.
Montana	36	64	($64 32)	
New Mexico	132	15	....	....
Utah	232	238	$45 00	$22 50
Washington	134	145	40 00	30 00
Wyoming	21	27	(71 56)	
Indian:				
Cherokees	(93)		42 80	42 80
Creeks	10	18	40 00	40 00
Choctaws	(57)		26 00	26 00
Seminoles	4	1	50 00	50 00
Total number of teachers in Territories	(1,842)		....	....
Grand total	(259,296)		....	....

TABLE I.—PART 2.—*Summary* (A) *of annual income and expenditure, &c.*

States and Territories.	Annual income.	Annual expenditure.					Estimated real value of sites, buildings, and all other school property.
		Sites, buildings, furniture, libraries, and apparatus.	Salaries of superintendents.	Salaries of teachers.	Miscellaneous.	Total.	
Alabama	$417, 243	....	$7, 500	$384, 993	....	$392, 493	....
Arkansas	212, 000	....	....	73, 166	....	119, 403	....
California	3, 610, 162	$221, 539	(*a*)	2, 149, 436	$378, 754	2, 749, 729	$5, 933, 244
Colorado	198, 975	49, 365	....	140, 780	25, 111	215, 256	472, 983
Connecticut	1, 506, 219	181, 760	35, 000	1, 058, 682	234, 781	1, 510, 223	....
Delaware	216, 225	....	1, 800	114, 027	102, 198	218, 025	450, 957
Florida	94, 104	14, 639	6, 748	74, 628	5, 707	101, 722	....
Georgia	434, 046	....	....	....	....	*b*400, 153	....
Illinois	9, 640, 340	598, 755	75, 922	5, 000, 000	1, 713, 919	7, 388, 596	17, 783, 929
Indiana	4, 873, 131	611, 739	....	3, 049, 094	1, 012, 933	4, 673, 766	11, 376, 730
Iowa	5, 349, 029	906, 523	(*a*)	2, 953, 645	1, 337, 258	5, 197, 426	9, 204, 189
Kansas	1, 570, 755	....	20, 000	824, 966	....	*c*1, 328, 376	4, 337, 654
Kentucky	1, 827, 575	5, 000	25, 000	1, 000, 000	100, 000	1, 130, 000	2, 300, 000
Louisiana	467, 368	....	8, 000	295, 504	66, 325	369, 829	736, 575
Maine	1, 067, 104	62, 766	30, 814	951, 877	125, 211	1, 170, 668	3, 022, 722
Maryland	1, 637, 583	251, 339	28, 250	1, 085, 063	272, 931	1, 637, 583	....
Massachusetts	*b*5, 481, 598	4, 787	54, 984	*d*871, 857	430, 255	5, 582, 519	....
Michigan	3, 792, 122	339, 230	....	1, 941, 338	907, 345	3, 187, 913	9, 450, 000

a Included in teachers' salaries.

b These items were inserted in this summary after the completion of the table in the appendix. The income reported for Massachusetts is only an approximation made by the secretary of the State board of education, the expenditure for Washington Territory is an estimate made by this Bureau, and the expenditures for Georgia and Utah are from later returns.

c Items not all reported.

d Only a partial report.

Diagram No. 3,

Showing the average monthly pay of teachers.

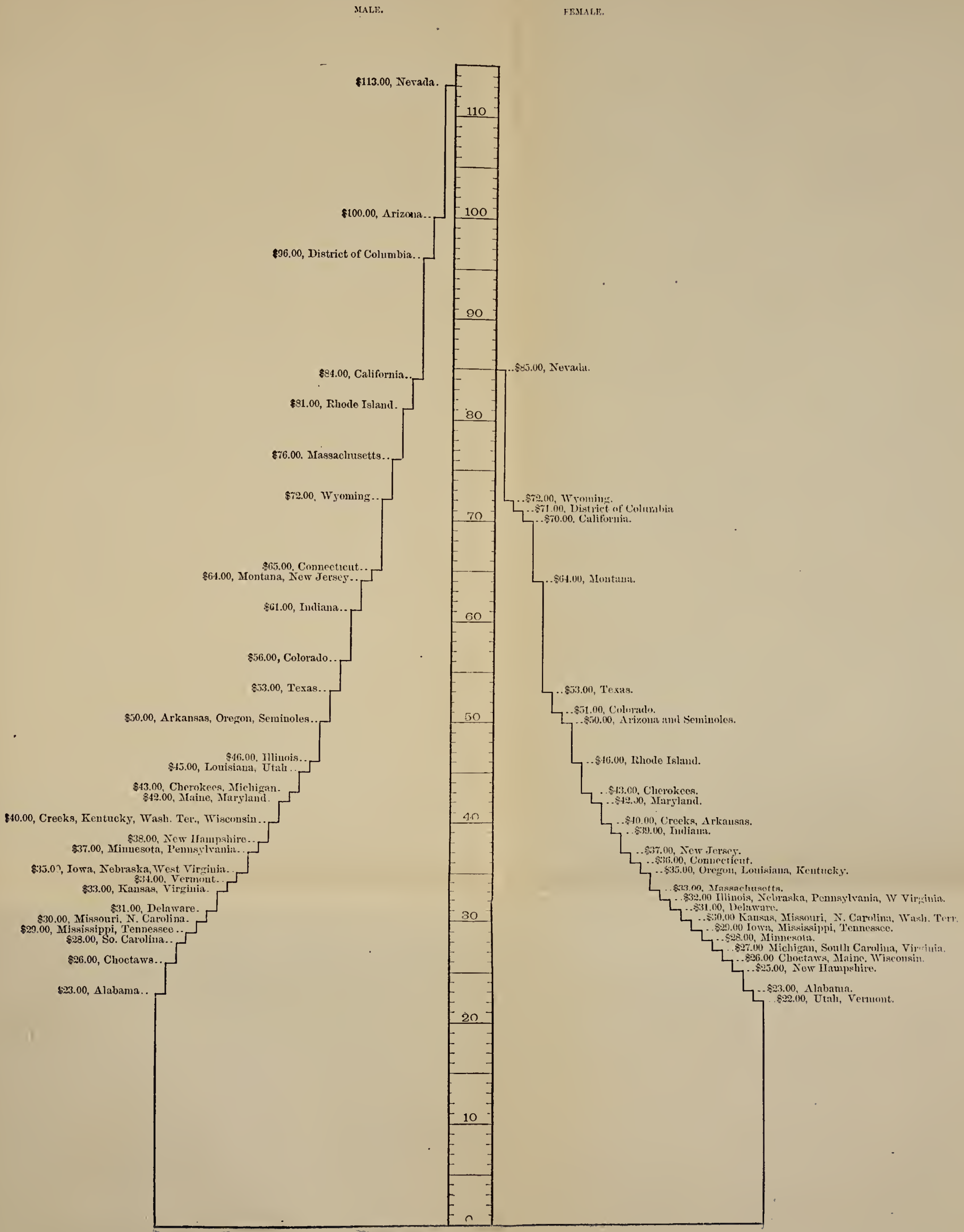


TABLE I.—PART 2.—*Summary* (A) *of annual income and expenditure, &c.*—Continued.

States and Territories.	Annual income.	Annual expenditure.					Estimated real value of sites, buildings, and all other school property.
		Sites, buildings, furniture, libraries, and apparatus.	Salaries of superintendents.	Salaries of teachers.	Miscellaneous.	Total.	
Minnesota	$1, 181, 327	....	$18, 625	$791, 679	....	a$1, 181, 327	$2, 999, 424
Mississippi	496, 987	....	....	....	....	481, 215	....
Missouri	1, 773, 464	....	....	....	....	2, 374, 960	....
Nebraska	633, 211	$187, 565	22, 038	457, 049	$194, 612	861, 264	1, 862, 386
Nevada	195, 535	48, 862	....	101, 016	12, 882	162, 760	165, 801
New Hampshire	609, 679	89, 680	15, 086	429, 021	70, 867	604, 654	2, 357, 405
New Jersey	2, 079, 907	394, 068	26, 704	1, 481, 124	28, 006	1, 929, 902	6, 518, 504
New York	12, 110, 904	1, 601, 071	127, 000	7, 915, 634	1, 332, 529	10, 976, 234	....
North Carolina	406, 447	11, 506	....	263, 524	15, 760	290, 790	225, 000
Ohio	7, 875, 901	947, 399	143, 724	4, 957, 254	1, 362, 691	7, 411, 068	21, 145, 127
Oregon	308, 373	25, 346	....	190, 922	25, 625	241, 893	450, 560
Pennsylvania	8, 500, 000	1, 276, 579	100, 000	4, 817, 563	2, 389, 237	8, 583, 379	25, 460, 762
Rhode Island	730, 422	224, 259	11, 418	412, 543	77, 742	725, 962	2, 644, 541
South Carolina	189, 353	6, 101	....	212, 582	7, 338	226, 021	....
Tennessee	718, 423	46, 381	18, 422	565, 651	37, 930	a699, 513	1, 090, 814
Texas	500, 000	....	....	....	....	496, 083	....
Vermont	548, 253	60, 884	....	420, 826	55, 443	537, 153	....
Virginia	1, 102, 112	100, 625	46, 361	778, 883	124, 477	1, 050, 346	969, 317
West Virginia	860, 644	126, 689	14, 096	531, 545	120, 942	793, 272	1, 660, 467
Wisconsin	2, 743, 343	274, 204	....	1, 563, 038	328, 391	2, 249, 638	5, 183, 902
Total	85, 959, 864	8, 668, 661	837, 492	47, 858, 910	12, 897, 200	79, 251, 114	137, 802, 993
Arizona	20, 708	44, 436	1, 100	10, 400	6, 907	62, 843	....
Dakota	37, 668	5, 704	....	15, 639	4, 988	27, 362	....
District of Columbia	370, 996	27, 191	12, 370	239, 854	91, 581	370, 996	1, 169, 614
Idaho	36, 214	....	....	14, 376	2, 214	16, 590	....
Montana	37, 092	24, 000	4, 300	25, 804	....	54, 104	80, 000
New Mexico	25, 473	....	....	15, 432	3, 458	18, 890	....
Utah	210, 062	30, 717	1, 500	127, 480	....	b210, 062	....
Washington	49, 765	....	....	....	....	b49, 765	....
Wyoming	....	....	....	16, 400	....	16, 400	....
Indian:							
Cherokees	72, 298	9, 959	2, 500	43, 075	54, 576	110, 110	165, 000
Creeks	13, 000	....	....	11, 200	1, 800	13, 000	....
Choctaws	29, 022	....	....	12, 000	....	29, 022	....
Seminoles	4, 000	....	250	2, 250	700	3, 200	....
Total	906, 298	142, 007	22, 020	533, 910	166, 224	982, 344	1, 414, 614
Grand total	86, 866, 162	8, 810, 668	943, 517	48, 392, 820	13, 063, 424	80, 233, 458	139, 217, 607

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a Items not all reported.

b These items were inserted in this summary after the completion of the table in the appendix. The income reported for Massachusetts is only an approximation made by the secretary of the State board of education, the expenditure for Washington Territory is an estimate made by this Bureau, and the expenditures for Georgia and Utah are from later returns.

TABLE I.—PART 2.—*Summary* (B) *of per capita expenditure.*

States and Territories.	Expenditure in the year per capita of the school population.	Expenditure in the year per capita of pupils enrolled in public schools.	Expenditure in the year per capita of average attendance in public schools.	Expenditure in the year per capita of population between 6 and 16.	Expenditure in the year per capita of population between 6 and 16, including interest on the value of all school property.
Cherokees (Indian Territory)	$24 78	$35 76	$62 76		
Massachusetts	15 26	14 62	19 85		
California	13 74	18 59	28 19	*a*$13 74	*a*$14 04
Choctaws (Indian Territory)	12 62	25 62	38 96		
Montana	11 05				
District of Columbia	10 90	16 24	21 16	11 85	14 26
Rhode Island	*b*9 09	*b*12 13	*b*17 59		
Colorado	7 95	12 20	21 10		
Iowa	7 90	10 67	17 87	12 29	14 05
Nebraska	7 51	12 19			
Illinois	7 45	10 63			
Ohio	7 21	10 70	17 25	8 46	10 12
Michigan	6 05	10 80	13 52		
Indiana	5 90	8 23	13 76	7 87	9 18
Vermont	5 81	7 34	11 85		
Kansas	5 70	8 41	11 19	9 78½	
New Jersey	5 30	8 49	15 64		
Maine	5 11	7 15	10 65		
Maryland	5 07	9 32	18 50		
Oregon	4 77	5 32	7 96		
Washington	3 82	9 24			
Kentucky	2 00	4 00	5 00		
Virginia	1 98	4 66	8 11	3 11	3 30
Tennessee	1 58	3 70	4 91		
Georgia	1 10	2 42	3 77		
Alabama	1 02	2 72	3 08		
North Carolina	68½	1 39	2 69		
Arizona		20 38	31 73		
Delaware		9 65			
New Hampshire		7 34	14 40		

a Per capita of population between 5 and 17. *b* Current expenditure only used in these calculations.

GENERALIZATIONS BY YEARS AND BY TOPICS WITHOUT REFERENCE TO STATES.

Statistical summary showing the school population, enrolment, attendance, income, expenditure, &c., for 1873, 1874, 1875, 1876, *and* 1877, *as collected by the United States Bureau of Education.*

	Year.	Number reporting.		In States.	In Territories.
		States.	Territories.		
School population	1873	37	11	13, 324, 797	134, 128
	1874	37	11	13, 735, 672	139, 378
	1875	36	8	13, 889, 837	117, 685
	1876	37	8	14, 121, 526	101, 465
	1877	38	9	14, 093, 778	133, 970

Statistical summary showing the school population, &c.—Continued.

	Year.	Number reporting.		In States.	In Territories.
		States.	Territories.		
Number enrolled in public schools	1873	35	10	7, 865, 628	69, 968
	1874	34	11	8, 030, 772	69, 209
	1875	37	11	8, 678, 737	77, 922
	1876	36	10	8, 293, 563	70, 175
	1877	38	10	8, 881, 848	72, 630
Number in daily attendance	1873	31	5	4, 166, 062	33, 677
	1874	30	4	4, 488, 075	33, 489
	1875	29	5	4, 215, 380	36, 428
	1876	27	5	4, 032, 632	34, 216
	1877	31	4	4, 886, 289	33, 119
Number of pupils in private schools	1873	22	5	472, 483	7, 859
	1874	13	5	352, 460	10, 128
	1875	13	5	186, 385	13, 237
	1876	14	3	228, 867	9, 137
	1877	12	4	203, 082	6, 088
Total number of teachers	1873	35	6	215, 210	1, 511
	1874	35	8	239, 153	1, 427
	1875	36	9	247, 423	1, 839
	1876	37	9	247, 557	1, 726
	1877	37	9	257, 454	1, 842
Number of male teachers	1873	28	5	75, 321	529
	1874	28	7	87, 395	499
	1875	31	8	97, 796	656
	1876	32	9	95, 483	678
	1877	33	9	97, 638	706
Number of female teachers	1873	28	5	103, 734	786
	1874	28	7	129, 049	731
	1875	31	8	132, 185	963
	1876	32	9	135, 644	898
	1877	33	9	138, 228	986
Public school income	1873	35	10	$80, 081, 583	$844, 666
	1874	37	10	81, 277, 686	881, 219
	1875	37	8	87, 527, 278	1, 121, 672
	1876	38	9	86, 632, 067	717, 416
	1877	37	9	85, 959, 864	906, 298
Public school expenditures	1873	36	10	77, 780, 016	995, 422
	1874	35	9	74, 169, 217	805, 121
	1875	34	9	80, 950, 333	982, 621
	1876	36	10	83, 078, 596	926, 737
	1877	37	8	79, 251, 114	982, 344
Permanent school fund	1873	28	1	77, 870, 887	137, 507
	1874	28	....	75, 251, 008	....
	1875	28	3	81, 486, 158	323, 236
	1876	30	2	97, 227, 909	1, 526, 961
	1877	26	2	[a]100, 127, 865	2, 106, 961

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[a] The aggregate of the school funds as prepared from Table I of the appendix is $90,019,619; this, however, does not include the funds of Illinois, Louisiana, New Hampshire, and Ohio, not reported in 1877, which amounted in 1876 to $10,108,246. Including these funds as reported last year we have the figure given above.

BRIEF SUMMARY OF THE EDUCATIONAL CONDITION OF THE STATES.

The comparisons made under this head are, as a rule, between the school years 1875-'76 and 1876-'77.

NEW ENGLAND STATES—MAINE.

Here, once again, we find a considerable decrease in the reported number of youth of school age, with a like decrease in the number registered in summer schools; but the average attendance in these summer schools was 1,876 greater than in the preceding year, while in winter schools there were 2,962 more enrolled and 1,677 more in average attendance. Then, notwithstanding diminished receipts for schools and consequent diminution in the pay of teachers, the number engaged in teaching was greater than in 1875-'76, and more of them were graduates of normal schools, an indication of improving quality. The number of such normal graduates engaged, it appears, might have been considerably greater had not a mistaken parsimony led to the engagement of poor teachers at low rates in preference to giving more skilled teachers reasonable wages.

NEW HAMPSHIRE.

According to returns from the selectmen in this State, the youth between 5 and 15 appear to be 12,159 less than at the last report, while there were 1,336 more enrolled in public schools, 246 more in private schools, and 266 fewer attending no school. Male teachers were more numerous and the proportion of teachers trained in normal schools was greater; while the number of schools increased by 64, one of them a town high school. Fewer school-houses were reported unfit for use and the number supplied with blackboards was 10 greater. At other points there was a decline: smaller average attendance in the schools, smaller number in the higher branches, 34 fewer graded schools, slight decrease in the average term of schools, diminution of teachers' wages, and falling off in receipts and expenditures.

VERMONT.

With 152 fewer youth of school age (5-20) we yet find 695 more of that age in public schools, an increase of 2,028 in the total enrolment and of 5,844 in average daily attendance—a most creditable record. With 26 more public schools, the average school term was increased by one day and a tenth, and a larger proportion of male teachers was employed in the schools; there were also greater receipts for the support of the school system—an unusual thing in these hard times. With the exception of the number of children of school age, the only falling off was in the number of female teachers (largely made up by the increase of males), in the wages paid teachers, and in the general expenditures on the schools.

MASSACHUSETTS.

Advance in most respects continues to be the order of the day. Notwithstanding a decrease of 4,459 in the number of her youth of school age, Massachusetts enrolled 2,056 more in public day schools and had 3,801 more in average attendance than in 1875-'76; accommodating this increased enrolment and attendance in 14 more ordinary day schools and 4 more public high schools; although, from some cause unexplained, there were 131 fewer teachers reported in the day schools than in the previous year.[1] The evening schools were fewer by 22, and yet had 81 more teachers and 2,192 more pupils than in 1875-'76. The unincorporated private schools increased by 44, and the estimated average attendance on them by 715; but the incorporated academies seem to have lost in number of schools as the others gained, and to have had upon their rolls 1,837 fewer pupils; the tuition fees of both classes of these private schools fell off very considerably.

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[1] The number that had been trained in normal schools was, however, 618 greater; so that there was proportionately greater teaching skill, even with fewer teachers.

RHODE ISLAND.

Advance here too is apparent, the public schools enrolling 631 more pupils and having 541 more in average attendance, besides higher proportionate increase in the enrolment and attendance in evening schools. There were also 12 more school buildings, 31 more public day schools (30 of them graded), 24 more teachers in the day schools and 27 more in evening schools, with only a slight falling off in wages, and, what is unusual in these times, an increase in the expenditure on the schools notwithstanding a slight decrease in the income.

CONNECTICUT.

Connecticut had 1,910 more youth of school age, 102 more of them enrolled in public day schools and 364 more in other schools, 1 more public school, 7 more graded schools, 39 more school-houses in good condition, 20 more teachers in winter and 21 more in summer, with 124 more continued in the same school; the only diminutions were in teachers' wages and in the receipts and expenditures for public schools.

MIDDLE ATLANTIC STATES—NEW YORK.

With a slight increase in the school population, we are met here by an apparent decrease of 43,484 in the enrolment in public schools, due to the omission of duplicate enrolments in the New York City schools. Allowing for this change, the enrolment is increased instead of being lessened, and the average daily attendance was 17,927 greater than in 1875–'76. In most other respects there is comparatively little change, this great State holding well its previous stand as to the number of schools and of teachers, and somewhat lengthening the average school term, notwithstanding a much smaller income for the support of schools and consequent decrease of teachers' wages. A strong effort to bring about a change from the existing district system to a town system, which failed for the year, will still be firmly advocated.

NEW JERSEY.

The children of school age numbered 3,552 more than in 1875–'76, the public school enrolment 2,457 more, the average daily attendance 4,441 more, outrunning the increase of school population. The increase of public schools was 14; of departments in them, 35; of sittings for pupils, 2,601; while private and church schools fell off considerably in number, though the enrolment in those remaining was increased. Fewer teachers for public schools were licensed in the year because a higher standard was maintained, an improvement in quality being justly held more important than an increase of numbers. As elsewhere, diminished receipts for schools compelled an unfortunate reduction in the pay of teachers, though the decrease was not very great.

PENNSYLVANIA.

There being no arrangements in this State for an annual school census, the number of school age cannot be determined from year to year. As to enrolment and attendance in the public schools for 1876–'77, the record seems to indicate some arrest of the great progress which preceded the centennial year, for although the enrolment reached 5,067 more than in 1875–'76, it fell short by 7,305 of the increase in that year over the preceding one; while the average attendance, 3,121 less than in 1875–'76, forms a marked contrast with the increase in that item (26,870) which appeared in 1875–'76 over 1874–'75. The pupils in private schools also fell off 1,325, when the previous year had shown an increase of 1,058. Of course, in view of the hard times, there were smaller receipts and expenditures for school purposes and much of the cutting down of teachers' wages noted elsewhere. Other things indicate gratifying progress: 286 more public schools, 333 more of them graded, 331 more with uniform text books, 1,532 more in which drawing is taught, 494 more in which vocal music forms a study, and 185 more in which some higher branches are taught, with 460 more public school teachers.

DELAWARE.

The public school reports in this State being biennial and none being due till the close of 1878, the information respecting the schools in 1877 is limited. The facts presented show, however, an increase of 2,474 pupils in the public schools and of 71 teachers. The items of income and expenditure for the schools and of pay for teachers are nearly the same as in the previous year.

MARYLAND.

Here, as in Pennsylvania, from the want of a school census, we can tell nothing as to growth or decrease in the population of school age; but the report for 1876-'77 shows 4,078 more pupils in the public schools, 2,657 more in daily average attendance, 84 more schools for whites and 20 more for colored youth; to meet this increase, 56 more teachers to instruct new classes formed, 2 days' more time for teaching, and (an exception to the rule during the year) an increase, although not a large one, in both receipts and expenditures for State school purposes, the teachers suffering only the slight reduction of 30 cents in their average monthly salaries.

VIRGINIA.

Here there was an increase of 5,118 in number of pupils enrolled, of 2,600 in average daily attendance, of 134 in number of schools taught, and of 120 in that of teachers employed, with a decrease of $19,332 in expenditures for public schools, of $1.85 in the average monthly pay of men, and of $3 in that of women.

SOUTHERN ATLANTIC STATES—NORTH CAROLINA.

In North Carolina there has been an increase of 13,807 in school population and of 2,699 in enrolment; a decrease of 512 in the number of teachers employed, of $94,561 in receipts for public schools, and of $46,450 in expenditures.

SOUTH CAROLINA.

In South Carolina the figures show a decrease in all important points since 1875-'76. The number of youth of school age is less by 9,843; that of enrolment in public schools, by 20,689; that of public schools taught, by 293; that of teachers employed, by 394; the public school receipts fell off $267,907 and the expenditures $197,850.

GEORGIA.

Georgia makes no report for 1877 as to the condition of public schools, the educational reports there being biennial. A letter from Superintendent Orr, however, states, in general terms, that the public school system is steadily gaining ground.

FLORIDA.

Since the printing of the abstract for this State the statistics for 1876-'77 have come in. They show a decrease of 1,843 in the youth of school age; an increase of 5,031 in the enrolment in public schools, of 5,152 in the average attendance, of 271 in the number of teachers employed, of 216 in the number of public schools, and of $37,618 in the expenditure for them—an encouraging record.

GULF STATES—ALABAMA.

The school statistics from Alabama show an encouraging advance in 1877. There is an apparent decrease of 35,779 in school population, but this results chiefly from a change in the legal school age, which now includes youth from 7 to 21, instead of from 5 to 20, as formerly. There is an increase of 14,337 in the number enrolled in public schools, of 1,012 in the number of schools reported, of 2 days in length of term, of 374 in the number of teachers employed, of 65 cents in their average monthly pay, of $79,966 in the receipts for school purposes, and of $55,217 in the expenditures.

MISSISSIPPI.

In Mississippi there was a decrease reported of 30,930 in school population, of 14,024 in colored youth attending public schools, of 14,207 in average enrolment, of 3 days in the average term of country schools, and of $10.67½ in the average monthly salary paid teachers. There were, on the other hand, 8,348 more white youth in the schools than last year, 25 more days of school term in cities, and 696 more white teachers and 454 more colored teachers employed. There was, too, a reported increase in the public school income of $55,564 and in expenditure of $63,455.

LOUISIANA.

In Louisiana, with an increase of 10,693 in public school enrolment, of 2,075 in average attendance, of 38 days in the school term, of $14 in the monthly pay of men teaching and of $4 in that of women, there was a decrease of 8,655 in school population, of 108 in the number of teachers employed, of $308,641 in the receipts for school purposes, and of $406,180 in the expenditures.

TEXAS.

In Texas the figures show a decrease from 1875, the date of the last report, of 83,837 in school population (largely if not wholly due to a change in the school age from 6–18 to 8–14), of 15,515 in enrolment, of $230,153 in expenditure, and of 12 days in the school term. The only items which offset these are those of public schools reported and of the expenditure on each pupil enrolled, the schools numbering 389 more than in the year 1875–'76 and the expenditure for each pupil increasing by 23 cents.

NORTHERN CENTRAL STATES—NEBRASKA.

Nebraska has for some years past printed no school report, and has had to struggle with the impoverishment from drought and locusts which in 1874 and 1875 put a sudden check to her previously swift advance. The Legislature, from this impoverishment, cut down the school tax in 1875 from 2 mills to 1 mill on the dollar, and made other changes which greatly reduced the resources of the public schools. The State superintendent thinks, however, that in 1877 the aspect of school affairs was brightening, and that there are the beginnings of a fair progress upward and onward in the schools.

MINNESOTA.

Minnesota reports an additional enrolment in the schools which exceeds the 10,000 increase of school population, 22 more school-houses, a school term longer on an average by 4 days, 339 more teachers in public schools, an increase of the pay of men teachers, with an average decrease in that of women of 79 cents a month. The returns from local officers are not sufficiently full and accurate to determine whether income and expenditure for public schools increased or decreased, but there seems to have been some decrease.

WISCONSIN.

Wisconsin reports an increase of 3,577 children of school age, of 8,972 in the public school enrolment of these, besides 112 above or under age. There were, too, 21 more State school-houses, 40 more of brick or stone, 127 more with good outbuildings, more graded schools, more that supplied text books to their pupils, larger valuation of school property, and larger receipts and expenditures for schools. There was hardly any falling off except in the length of the school term, the pay of women teachers in the cities, the general pay in county schools, and the attendance in private schools.

MICHIGAN.

The figures here show a large proportionate increase, for, although the population of school age was only 469,444 in 1876–'77, that was an advance of 9,636 on the number for 1875–'76, while the additional enrolment in the public schools (12,043) and the additional average attendance in them (10,000) more than overtook the advance in the census of school children. Then, too, though there were 8 fewer graded schools reported, the number of ungraded ones increased by 121, the number of school-houses by 147, the sittings in them by 5,096, and the teachers numbered 167 more, with a larger proportion of them men than in the year before. This, moreover, does not include private schools, of which there were 11 more reported, with an increase of 10 teachers and of 925 pupils. The pay of men teaching in the public schools, however, fell off $5.96 a month on an average and that of women 83 cents a month, while school receipts throughout the State decreased by $275,680 and the expenditures by $277,884.[1]

IOWA.

This vigorous young State of the West plucks the palm for 1876–'77 from the hands of the greatest eastern ones, showing an increase over 1875–'76 of 13,939 youth of school age, of 22,338 registered in public schools, of 22,057 in average attendance, of 565 public schools, of 9 days in the average length of the school term, of 388 public school-houses, of 814 teachers, and of $908,844 expenditure for schools. A diminution of $38,495 in the receipts for public schools seems as nothing in comparison with these great gains, and so does the slight decrease of 473 in the attendance on private schools. The male teachers had their pay cut down $2.49 on an average a month; women's pay was raised about 60 cents a month, a necessarily smaller rate because they are much more numerous.

ILLINOIS.

In Illinois there are biennial reports in even years, so that full statistics cannot be had for the odd one. But the few given show steady progress: 18,765 more children of school age, 27,043 more enrolled in public schools, 10,000 more in private schools, public school-houses increased by 390 and the receipts for the support of such schools by $1,191,873; the only falling off was in the number and pay of teachers (this last not going so far as in many other States), in the expenditures for schools, and in the estimated value of school property, put lower probably to correspond with the shrinkage of values in general.

INDIANA.

The full statistics of this State are presented only in the alternate, even years, a brief abstract of them going to the governor in the odd years. Those for 1877, compared with the fuller ones of 1876, seem to show decrease in important points. Thus, though the youth of school age numbered 15,476 more and the teachers employed 163 more, there were 17,544 fewer pupils reported as enrolled in the State schools and 15,844 fewer in average daily attendance, with a decline of $210,196 in school income and of $247,319 in school expenditure, the wages of male teachers diminishing on an average $1.93 a month and those of women $2.20. These showings form a trying contrast to those of the year before, when, except in the pay of male teachers, there was a large advance at all these points.

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[1] The statistics of public high schools for this State will not be found in their place in the abstract. They are, as derived from the tables of Superintendent Tarbell's report for 1876–'77, schools with at least one class in high school studies, 85; pupils in such studies, 5,852. The studies include arithmetic, algebra, geometry, drawing, composition, grammar, general history, the natural sciences, government, rhetoric, English literature, French or German, and in many cases Latin and Greek. For statistics of commercial and business colleges, private academic schools, and preparatory departments of colleges in the State, see Tables IV, VI, and IX of the appendix following, and the summaries of them in this part of the report.

OHIO.

The statistics of 1876–'77 show that the school population of Ohio (1,027,248) increased only 1,613 over that of the preceding year, her enrolment fell off 723, and the average attendance in her 15,000 public schools did not keep pace with that in her much less numerous private schools. There was an increase in some other things, but a proportionately small one; 36 more public school-houses, 553 more public school rooms, 157 more teachers, and 185 more permanently employed; the teachers suffered, however, on the whole, a considerable apparent decrease in their salaries, and, as in other large States, the receipts and expenditures for schools fell off, to the extent of $729,230 in receipts and $426,136 in expenditures.

SOUTHERN CENTRAL STATES—WEST VIRGINIA.

West Virginia shows an increase of 4,863 in school population, of 8,204 in pupils enrolled, of $107,167 in school income, and of $78,112 in expenditure. There were 110 more public schools in operation than the previous year and 232 more teachers. The average attendance, on the other hand, was 4,190 less; the average monthly pay of men teaching was decreased by 14 cents and that of women by $1.32.

KENTUCKY.

In this State there was an increase of 13,777 in school population, with a decrease of 17,607 in average attendance and of 59 in the number of school-houses built. The income for public school purposes was greater by $313,786 and the estimated value of school property by $330,000.

TENNESSEE.

Here there has been an increase of 8,327 in scholastic population, of 33,463 in enrolment, of 16,358 in average daily attendance, of 707 in the number of public schools, of $41,870 in the valuation of school property, and of 791 in number of teachers employed, with a decrease of $3.65 in their average monthly pay. Receipts for schools fell off $120,312 and expenditures $37,148.

MISSOURI.

The failure of the Legislature to provide for the printing of the annual State report for 1877 deprives us of the opportunity to compare the educational condition with that of the preceding year. Hannibal, Kansas City, St. Joseph, and St. Louis send statistics and printed statements which indicate educational activity and progress, St. Louis particularly, with her excellent school system, almost redeeming by her steadfastness of advance the comparative sluggishness in school affairs of some other portions of the State.

KANSAS.

In 1877 there was an increase of 19,884 in youth of school age, of 10,695 in the enrolment in public schools, and of 28,716 in the average daily attendance.[1] There were also 127 more school-houses, 475 more teachers, 4.5 more days in the average school term, an increase of $2.79 in the average monthly pay of women, and a reduction of only 47 cents in that of men. Income for schools was $326,067 larger, expenditure for them $129,939 greater than in the preceding year; and almost everything indicates advance, except that the available and the estimated permanent school funds show a decrease.

ARKANSAS.

Statistics from Arkansas, received since the abstract for that State went to press, indicate an increase for 1876–'77 of 14,437 in the number of youth of school age, of 17,480 in the enrolment in public schools, of 365 in the number of teachers employed, and of $23,928 in the expenditures for the school system; but a decline of 1,015 in the number of school-houses reported, of $194,892 in the cost of these, and of $118,069 in the receipts for school purposes.

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[1] The large increase here noted was based on a written return made to this Office by the State superintendent. From the printed biennial report, however, received since this matter was put in type, it would appear that the increase in average attendance is 4,113 instead of 28,716.

STATES ON THE PACIFIC SLOPE—CALIFORNIA.

In California there was an increase during the year of 15,280 in youth of school age, of 9,115 in public school enrolment, of 6,148 in average daily attendance, and of 719 enrolled in private schools. The number not attending any school was greater by 6,012, while that of Mongolian children in school has decreased by 117. There was an increase of 187 in the number of schools taught, of one day and four-tenths in their average length, of 23 in the number of school-houses erected, of 185 in that of teachers employed, and of 84 who were normal school graduates. The average monthly pay of men shows a decrease of $1.22 and that of women an increase of $1.53. The total receipts for school purposes were $307,559 greater than the previous year, while the expenditure was $108,871 less.

NEVADA.

The school statistics for Nevada show progress in all important respects except in that of the length of school term, which was decreased by 14 days. There was an increase in school population of 937, in public school enrolment of 439, in average daily attendance of 546, in attendance on private schools of 231, with a decrease of 69 not attending any school. The monthly wages paid teachers was $3.71 greater, and the receipts for public schools were increased by $7,418 and the expenditures for them by $1,462.

OREGON.

Here the figures show an increase in all points. While the school population is only 2,176 more than in 1876, the enrolment in public schools has increased by 18,158, the average daily attendance by 14,824, the receipts for public schools by $38,551, expenditures by $7,980, and the number of teachers employed by 196.

COLORADO.

Colorado presents only brief statistics of its schools for 1877. These seem to show decline in school population, enrolment, income and expenditure, and pay of men teaching, with some increase of average attendance in the schools and a considerable one ($3.45) in the average monthly pay of women. But the statistics, as the superintendent says, are not complete from the Mexican counties of the State, and he very properly declines to piece them out by any guessing.

EDUCATIONAL CONDITION OF THE TERRITORIES.

	1875–'76.			1876–'77.		
	School population.	Enrolment.	Average attendance.	School population.	Enrolment.	Average attendance.
Arizona	2, 955	1, 213	900	....	903	580
Dakota	10, 396	5, 410	....	11, 046	6, 431	....
District of Columbia	31, 671	19, 629	14, 907	31, 671	21, 264	16, 318
Idaho	2, 777	2, 724	....	....	....	....
Montana	4, 238	2, 734	2, 000	4, 892	4, 597	....
New Mexico	....	....	....	....	....	....
Utah	30, 900	19, 886	13, 608	30, 792	19, 779	13, 420
Washington	11, 000	7, 500	....	12, 997	5, 385	....
Wyoming	....	....	....	....	....	....

From the above comparison, it appears that Dakota, the District of Columbia, and Montana had a larger number of children in school in 1877 than in the previous year, while in Arizona, Utah, and Washington Territories the attendance was smaller. Washington, however, with a greater school population and fewer children enrolled, reports an increase in the number of schools and teachers and in the length of school term. New Mexico and Wyoming furnish no information upon which a comparison of school statistics for the two years can be based. A statement, however, has been received from the governor of Wyoming, Hon. J. W. Hoyt, giving a very encouraging account of the condition and efficiency of the schools there.

DISTRICT OF COLUMBIA.

In the District of Columbia, notwithstanding serious obstacles, there has been a substantial advance. As shown by the above figures, there was an increase of 1,635 in the number of children enrolled and of 1,411 in average attendance. There were also 1,483 more seats provided than the previous year. Some of the buildings occupied by schools are entirely unfit for school purposes, hindering the success of the teachers and imperilling the health of the children. The good of the schools and the honor of the country imperatively demand at the capital of the nation appropriate buildings sufficient for the education of all the children entitled to attend. The advance in the qualifications of teachers is gratifying, and has been specially promoted by the establishment of a normal school for girls. The addition of high schools to the present grades of instruction would greatly increase their efficiency and supply opportunities specially needed by the youth of the District.

ALASKA.

Although the people of Alaska so far as not "uncivilized" are guaranteed by treaty the rights of American citizens, the Territory remains altogether without the application of law in the protection of life, person, or property, or provisions for the organization of society, save so far as the revenue laws of the United States have been extended to it. Two schools are maintained according to contract among the Aleuts engaged in the seal fisheries; beyond this no Government provision is made for education. The following letter deserves special attention:

Office of the Rocky Mountain Presbyterian
and Home Missions for the Territories,
Denver, Colo., December 27, 1877.

Dear Sir: Knowing your interest in everything that pertains to the education of the masses, permit me to call your attention to Alaska.

On the 30th of March, 1867, Alaska was purchased from Russia for $7,200,000. On the 28th of May the purchase was ratified by the United States Senate, and on the 18th of October the country became a portion of the United States.

As it is the latest of our territorial acquisitions, so it is the least known. Indeed, the interior regions of the country away from the Yukon River are as unknown as any portion of Africa. The coast and island section has been explored somewhat by the United States Coast Survey and the Yukon River by the scientific corps of the Western Union Telegraph expedition of 1864 to 1867.

The explored portions of the country have been found to be rich in fur, lumber, coal, copper, sulphur, petroleum, amber, silver, and gold. It has also valuable fisheries. During the coming year capitalists are expected to establish a cannery for salmon at Clawock at an expense of $100,000. Other parties are interested in establishing a stamp mill for the reduction of gold at Sitka, and still others in developing valuable copper mines on Karta Bay. Thus the resources of the country are commencing to attract attention.

The native population of Alaska is variously estimated, from 26,000 to 70,000. In the northern and central section of the country they are evidently of Esquimau descent; in the southern and island regions, of Indian descent. They are, however, in civilization, far in advance of the blanketed Sioux of Dakota. In the northern country they reside in permanent underground houses called topeks. On the southern coast they have large plank barrábora, or houses above ground. They have also, to some extent, adopted European styles of dress. Many paint their faces with oil and lampblack, which gives them a repulsive appearance. Polygamy is common among the rich. Feasts are given on the erection of a new house, marriages, births, naming of children, deaths, &c. These feasts consist of dancing, singing, and feasting. A summary cure for crying babies is to hold them in the sea until they cease crying. Children on the coast are bathed in the sea daily, and learn to swim about as soon as they learn to walk. The incurable sick and old are sometimes killed. They have a great variety of household utensils made from the horns of mountain sheep and goats, from the fossil ivory of their country, and from wood. Some of these are elaborately carved.

Russia gave them government, schools, and the Greek religion, but when the country passed from their possession they withdrew their rulers, priests, and teachers, while the United States did not send any others to take their places. Alaska, to-day, has neither courts, rulers, ministers, nor teachers. The only thing the United States have done for them has been to introduce whisky. So that the Alaskan can answer as it is said a Chippewa did when asked if he was a christian Indian, "No, I wishky Injen."

The first school was established by Shelikoff on the Island of Kodiak, the pupils receiving instruction in the Russian language, arithmetic, and religion. This was about 1792. A few years later one was established in Sitka. In 1841 an ecclesiastical school was opened in Sitka, which in 1845 was raised to the rank of a seminary. Little was taught in the schools besides the rites of the Greek Church and the art of reading the ecclesiastical characters. In 1860 a colonial school was opened with 12 students. In 1862 it contained 27 students, only 1 of whom was a native. In 1839 a girls' school was established for orphans and children of the employés of the Fur Company; in 1862 it had 22 pupils. In 1825 a school was established on Unalaska Island for natives; in 1860 it had 30 boys and 43 girls. A school at Amlia Island, in 1860, had 30 pupils. A school-house was built on the Lower Yukon, but had no pupils. Since the American occupation these schools have been broken up. On the Seal Islands, over a thousand miles from Kodiak, the Alaska Commercial Company has maintained schools at St. George with an average attendance of 18 scholars and at St. Paul with an average of 20 pupils. The great mass of the population were left, however, without any educational advantages, and were rapidly losing what they had gained in the Russian schools.

Last summer I visited the southern coast of Alaska in the interests of the Presbyterian Board of Home Missions, and placed Mrs. A. R. McFarland in charge of a school commenced by the natives themselves at Fort Wrangell. I met among the natives many indications of a great desire for schools. Early next year we expect to send Rev. J. G. Brady and Miss Kellogg to Sitka to establish a school there, and, if possible, also Rev. S. Hall Young to assist in the work at Fort Wrangell. Already the attendance at Fort Wrangell is excellent, and we have every assurance of success at both places, and an invitation to open schools at other points. At Wrangell, which is a central place for many miles up and down the coast, there should be an industrial school, and we expect soon to commence it in a small way. Indeed, it is absolutely necessary in order to give shelter to the young school girls, who would otherwise be sold by their mothers for purposes of prostitution.

Several points should be specially noted:

(1) We find here the practice of parents selling their daughters at the age of 12 or 14 years for purposes of prostitution.

(2) The belief in witchcraft is all prevalent, and our teachers have had to interfere to save the lives of those accused, and who were actually being tortured to death.

Surely it is appalling to find such practices existing in our land and exciting so little attention. This leads me to say—

(3) That there is no law in Alaska, as the jurisdiction of the courts has not been extended over that country.

(4) It should be constantly kept in mind that these people, even in their present ignorance and degradation, are self-supporting; that they do not need from the General Government food, clothing, or annuities, but only guidance and aid in securing schools, improving their industries, and acquiring the arts and customs of civilized life.

(5) It is of interest to those engaged in promoting Indian civilization and who have encountered the embarrassments of tribal relations to know that there is no necessity for recognizing these relations.

Please do what you can to awaken an interest in behalf of that portion of our country. I hope to make another trip there as early as circumstances will permit.

SHELDON JACKSON,
Superintendent of Presbyterian Missions in the Territories.

Hon. JOHN EATON,
Commissioner of Education.

SCHOOLS FOR THE COLORED RACE.

In order to comprehend the difficulties encountered by the friends of universal instruction in the States where slavery has been more recently abolished, certain facts should be remembered:

(1) That the interests of slavery did not permit the instruction of the colored people.

(2) That during the existence of slavery the universal education of the whites was felt to be in some sense a source of danger to the progress of slavery.

(3) That as a consequence the philosophy of education in its comprehensiveness was not understood; the facts which illustrated the benefit of universal education could not and did not exist for those communities.

(4) When, therefore, slavery passed away and the several States where it had existed attempted to establish universal education, there was (*a*) a lack of its methods, (*b*) of its philosophy, and (*c*) of its results, either upon individuals or upon society, as regards its advantages in promoting virtue and social order or in producing wealth.

(5) All the questions that arose were complicated by the influence of race prejudice. This is nothing new; it is only what has occurred in other lands, and, indeed, elsewhere in our own country, as, for example, will be found in studying the history of the efforts to educate the colored people in New York City.

(6) The colored people on their part entertain erroneous anticipations of what education is and what it was to do for them; and not a few intelligent whites were influenced by the idea that education as offered to the negro would destroy him as a laborer. Indeed, they were not familiar with the effect of education upon the laborers of any race.

(7) Added to all these was the feeling of extreme poverty.[1]

(8) The progress noted in the summaries given should be studied in the light of these facts. It is plain that those results could not have been accomplished without a change of position on the part of many leading minds. Indeed, it has been true that an honest study of the facts has been followed with the approval of the great principle which underlies the most successful system in the country.

The many questions of race discussed among us render of peculiar interest all facts in regard to the progress of education among the colored people. Special attention is invited to the following tables:

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[1] The attitude of the struggle is well illustrated by the discussion between Hon. W. H. Ruffner, superintendent of public instruction for the State of Virginia, and Rev. Dr. R. L. Dabney, an eminent citizen of that State. Dr. Dabney having published an article against negro education and the school system generally in a Virginia newspaper, a discussion ensued in the course of which Mr. Ruffner maintained, first, that "Unless we propose to abolish education wholly we must employ the public system, because we are too poor to do without it;" secondly, Dr. Dabney errs in holding that "If our civilization is to continue there must be at the bottom of the social fabric a class who must work and not read," since the history of prominent industrial nations points to a different conclusion; Virginia's greatest statesmen, moreover, have persistently urged the policy of widespread popular education; thirdly, admitting religious instruction to be necessary to the proper development of the child and conceding that the State has no right to teach anything of a sectarian character, yet the State "may formally teach the recognized morality of the country;" fourthly, illiteracy is not so prevalent in countries having systems of popular education as in those without such a system; fifthly, ignorance and crime are closely related; sixthly, the hope of prosperity in the South is to be based on the negro's elevation and development and not on his extermination.

Table showing the comparative population and enrolment of the white and colored races in the public schools of the recent slave States for 1876–'77.

States.	White.			Colored.		
	School population.	Enrolment.	Percentage of the school population enrolled.	School population.	Enrolment.	Percentage of the school population enrolled.
Alabama	*a*236, 520	86, 485	37	*a*168, 706	54, 745	32
Arkansas	143, 949	*b*23, 895	17	43, 518	*b*7, 255	17
Delaware	31, 849	22, 398	70	3, 800	1, 663	44
Florida	40, 606	*b*14, 948	37	42, 001	*b*16, 185	39
Georgia	218, 733	107, 010	49	175, 304	48, 643	28
Kentucky	*c*459, 253	228, 000	50	*c*53, 126	19, 107	36
Louisiana	*d*88, 567	*b*45, 000	51	*d*108, 548	*b*40, 000	37
Maryland	*e*213, 669	125, 737	59	*e*63, 591	24, 539	39
Mississippi	150, 504	84, 374	56	174, 485	76, 154	44
Missouri	692, 818	381, 074	55	32, 910	13, 774	42
North Carolina	267, 265	128, 289	48	141, 031	73, 170	52
South Carolina	83, 813	46, 444	55	144, 315	55, 952	39
Tennessee	330, 935	171, 535	52	111, 523	43, 043	39
Texas	*f*135, 430	85, 620	63	*f*30, 587	23, 432	77
Virginia	280, 149	140, 363	50	202, 640	65, 043	32
West Virginia	*a*178, 780	*a*120, 657	*a*67	*a*5, 980	*a*2, 847	*a*48
District of Columbia	20, 671	15, 310	74	11, 000	5, 954	54
Total	3, 573, 511	1, 827, 139	....	1, 513, 065	571, 506	....

a For 1875–'76.

b Estimated by the Bureau.

c For whites the school age is 6–20; for colored, 6–16.

d Exclusive of that of New Orleans.

e Census of 1870.

f The school age in Texas at our last report was 6–18; it has been made 8–14, considerably lessening the school population.

Statistics of institutions for the instruction of the colored race for 1877.

Name and class of institution.	Location.	Religious denomination.	Instructors.	Students.
NORMAL SCHOOLS.				
Rust Normal Institute	Huntsville, Ala	Meth	2	60
State Normal School for Colored Students	Huntsville, Ala	....	......	81
Lincoln Normal University	Marion, Ala	....	3	120
Emerson Institute	Mobile, Ala	Cong	4	147
State Normal School for Colored Students	Pine Bluff, Ark	....	2	83
Normal department of Atlanta University	Atlanta, Ga	Presb	......	168
Lewis High School	Macon, Ga	Cong	3	89
Haven Normal School	Waynesboro', Ga	Meth	4	125
Peabody Normal School	New Orleans, La	....	5	95
Baltimore Normal School for Colored Pupils	Baltimore, Md	....	3	134
Centenary Biblical Institute	Baltimore, Md	Meth	4	77
Tougaloo University and Normal School	Tougaloo, Miss	Cong	8	106

Statistics of institutions for the instruction of the colored race for 1877—Continued.

Name and class of institution.	Location.	Religious denomination.	Instructors.	Students.
Lincoln Normal Institute	Jefferson, Mo		6	122
State Normal School for Colored Students	Fayetteville, N. C		3	71
Bennett Seminary	Greensboro', N. C	Meth	2	75
St. Augustine's Normal School	Raleigh, N. C	P. E	4	127
Shaw University	Raleigh, N. C	Baptist	5	240
Avery Normal Institute	Charleston, S. C	Cong	9	315
Fairfield Normal Institute	Winnsboro', S. C	Presb		340
Freedman's Normal Institute	Maryville, Tenn	Friends	13	204
Le Moyne Normal and Commercial School	Memphis, Tenn	Cong	9	295
Hampton Normal and Agricultural Institute	Hampton, Va	Cong *a*	14	274
Richmond Institute	Richmond, Va	Baptist	5	104
Richmond Normal School for Colored Pupils	Richmond, Va		6	232
Miner Normal School	Washington, D. C		2	27
Normal department of Howard University	Washington, D. C	Non-sect	3	74
Normal department of Wayland Seminary	Washington, D. C	Baptist	(*b*)	(*b*)
Total			119	3,785
INSTITUTIONS FOR SECONDARY INSTRUCTION.				
Trinity School	Athens, Ala	Cong		139
Talladega College	Talladega, Ala	Cong	10	236
Cookman Institute	Jacksonville, Fla	Meth	3	62
Clark University	Atlanta, Ga	M. E	4	110
St. Augustine's School	Savannah, Ga	P. E	3	75
La Têche Seminary	Baldwin, La	Meth		
St. Frances Academy for Colored Girls	Baltimore, Md	R. C		95
Scotia Seminary	Concord, N. C	Presb	8	128
St. Augustine's School	New Berne, N. C	P. E	2	224
Williston Academy and Normal School	Wilmington, N. C	Cong	5	84
Albany Enterprise Academy	Albany, Ohio	Non-sect		23
High School for Colored Pupils	Charleston, S. C	P. E	4	224
Wallingford Academy	Charleston, S. C	Presb		220
Brainerd Institute	Chester, S. C	Presb	3	277
Benedict Institute	Columbia, S. C	Baptist	4	117
Brewer Normal School	Greenwood, S. C	Cong		49
Claflin University	Orangeburg, S. C	M. E	4	120
Canfield School	Memphis, Tenn	P. E	1	100
Nashville Institute	Nashville, Tenn	Baptist	6	195
Wiley University	Marshall, Tex	M. E	2	53
St. Stephen's School	Petersburg, Va	P. E	5	150
St. Philip's School	Richmond, Va	P. E	2	86
St. Mary's School	Washington, D. C	P. E		40
Total			66	2,807
UNIVERSITIES AND COLLEGES.				
Atlanta University	Atlanta, Ga	Cong	5	33
Berea College	Berea, Ky	Cong	*c*13	129
Leland University	New Orleans, La	Baptist	4	4
Straight University	New Orleans, La	Cong	7	223
New Orleans University	New Orleans, La	Meth	*c*12	110
Shaw University	Holly Springs, Miss	Meth	6	130

a In addition to the aid given by American Missionary Association, this institute has an appropriation from the State. *b* Reported under schools of theology. *c* For all departments.

Statistics of institutions for the instruction of the colored race for 1877—Continued.

Name and class of institution.	Location.	Religious denomination.	Instructors.	Students.
Alcorn University	Rodney, Miss	Non-sect	5	86
Biddle University	Charlotte, N. C	Presb	*a*7	126
Wilberforce University	Xenia, Ohio	M. E	16	145
Lincoln University	Oxford, Pa	Presb	9	134
Central Tennessee College	Nashville, Tenn	M. E	8	24
Fisk University	Nashville, Tenn	Cong	9	69
Howard University *b*	Washington, D. C	Non-sect	7	57
Total			108	1,270
SCHOOLS OF THEOLOGY.				
Rust Biblical and Normal Institute	Huntsville, Ala	Meth	......	......
Theological department of Talladega College	Talladega, Ala	Cong	2	18
Institute for the Education of Colored Ministers	Tuscaloosa, Ala	Presb	......	......
Augusta Institute	Augusta, Ga	Baptist	2	85
Theological department of Leland University	New Orleans, La	Baptist	2	28
Thompson Biblical Institute (New Orleans University).	New Orleans, La	M. E	......	18
Theological department of Straight University	New Orleans, La	Cong	......	14
Centenary Biblical Institute	Baltimore, Md	M. E	5	24
Theological department of Biddle University	Charlotte, N. C	Presb	3	9
Theological department of Shaw University	Raleigh, N. C	Baptist	2	50
Theological Seminary of Wilberforce University	Xenia, Ohio	M. E	6	8
Theological department of Lincoln University	Oxford, Pa	Presb	5	20
Baker Theological Seminary (Claflin University).	Orangeburg, S. C	Meth	......	......
Theological course in Fisk University	Nashville, Tenn	Cong	2	33
Theological department of Central Tennessee College.	Nashville, Tenn	M. E	5	35
Theological department of Howard University	Washington, D. C	Non-sect	4	32
Wayland Seminary	Washington, D. C	Baptist	6	88
Total			44	462
SCHOOLS OF LAW.				
Law department of Straight University	New Orleans, La		4	8
Law department of Howard University	Washington, D. C		2	6
Total			6	14
SCHOOLS OF MEDICINE.				
Medical department of New Orleans University	New Orleans, La		5	8
Meharry Medical Department of Central Tennessee College.	Nashville, Tenn		......	18
Medical department of Howard University	Washington, D. C		7	48
Total			12	74
SCHOOLS FOR THE DEAF AND DUMB AND THE BLIND.				
Institution for the Colored Blind and Deaf-Mutes.	Baltimore, Md		*c*11	31
North Carolina Institution for the Deaf and Dumb and the Blind (colored department).	Raleigh, N. C		*a*14	68
Total			25	99

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a For all departments.

b This institution is open to both races, and the numbers given are known to include some whites.

c Includes other employés.

Summary of statistics of institutions for the instruction of the colored race for 1877.

States.	Public schools.		Normal schools.			Institutions for secondary instruction.		
	School population.	Enrolment.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
Alabama	168, 706	54, 745	4	9	408	2	10	375
Arkansas	43, 518	7, 255	1	2	83	......	......	......
Delaware	3, 800	1, 663	......	......	......	......	......	......
Florida	42, 001	16, 185	......	......	......	1	3	62
Georgia	175, 304	48, 643	3	7	382	2	7	185
Kentucky	53, 126	19, 107	......	......	......	......	......	......
Louisiana	108, 548	40, 000	1	5	95	1	......	......
Maryland	63, 591	24, 539	2	7	211	1	......	95
Mississippi	174, 485	76, 154	1	8	106	......	......	......
Missouri	32, 910	13, 774	1	6	122	......	......	......
North Carolina	141, 031	73, 170	4	14	513	3	15	436
Ohio	......	......	......	......	......	1	......	23
South Carolina	144, 315	55, 952	2	9	655	6	15	1, 007
Tennessee	111, 523	43, 043	2	22	499	2	7	295
Texas	30, 587	23, 432	......	......	......	1	2	53
Virginia	202, 640	65, 043	3	25	610	2	7	236
West Virginia	5, 980	2, 847	......	......	......	......	......	......
District of Columbia	11, 000	5, 954	3	5	101	1	......	40
Total	1, 513, 065	571, 506	27	119	3, 785	23	66	2, 807

States.	Universities and colleges.			Schools of theology.			Schools of law.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
Alabama	......	......	......	3	2	18	......	......	......
Georgia	1	5	33	1	2	85	......	......	......
Kentucky	1	13	129	......	......	......	......	......	......
Louisiana	3	23	337	3	2	60	1	4	8
Maryland	......	......	......	1	5	24	......	......	......
Mississippi	2	11	216	......	......	......	......	......	......
North Carolina	1	7	126	2	5	59	......	......	......
Ohio	1	16	145	1	6	8	......	......	......
Pennsylvania	1	9	134	1	5	20	......	......	......
South Carolina	......	......	......	1	......	......	......	......	......
Tennessee	2	17	93	2	7	68	......	......	......
District of Columbia	1	7	57	2	10	120	1	2	6
Total	13	108	1, 270	17	44	462	2	6	14

Summary of statistics of institutions for the instruction of the colored race for 1877—Cont'd.

States.	Schools of medicine.			Schools for the deaf and dumb and the blind.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
Louisiana	1	5	8	......	......	......
Maryland	......	......	......	1	11	31
North Carolina	......	......	......	1	14	68
Tennessee	1	......	18	......	......	......
District of Columbia	1	7	48	......	......	......
Total	3	12	74	2	25	99

Table showing the number of schools for the colored race and enrolment in them by institutions without reference to States.

Class of institution.	Schools.	Enrolment.
Public schools	*a*10, 792	*a*571, 506
Normal schools	27	3, 785
Institutions for secondary instruction	23	2, 807
Universities and colleges	13	1, 270
Schools of theology	17	462
Schools of law	2	14
Schools of medicine	3	74
Schools for the deaf and dumb and the blind	2	99
Total	10, 879	580, 017

a To these may be added 315 schools, having an enrolment of 16,548, in reporting free States, making total number of colored public schools 11,107 and total enrolment in them 588,054; it will be observed that this augments the total number of schools above given by 315 and the enrolment by 16,548, making the total number of schools, as far as reported to us, 11,194, and total number of the colored race under instruction in them, 596,565; this, however, does not include the colored public schools of those States in which no separate reports are made.

PEABODY FUND.

Table showing the amount and disposition of the sums disbursed from the Peabody fund from 1868 *to* 1877, *inclusive.*

Year.	Virginia.	North Carolina.	South Carolina.	Georgia.	Florida.	Alabama.	Mississippi.	Louisiana.	Texas.	Arkansas.	Tennessee.	West Virginia.	Total.
1868 ..	$4, 750	$2, 700	$3, 550	$8, 562	....	$1, 000	$1, 338	$8, 700	....	....	$4, 800	....	$35, 400
1869 ..	12, 700	6, 350	7, 800	9, 000	$1, 850	5, 700	9, 000	10, 500	....	$4, 300	11, 900	$10, 900	90, 000
1870 ..	10, 300	7, 650	3, 050	6, 000	6, 950	5, 950	5, 600	5, 000	$1, 000	11, 050	15, 050	13, 000	90, 600
1871 ..	15, 950	8, 750	2, 500	3, 800	6, 550	5, 800	3, 250	12, 400	....	9, 200	22, 650	9, 150	100, 000
1872 ..	29, 700	8, 250	500	6, 000	6, 200	9, 900	4, 550	11, 500	....	12, 250	23, 250	17, 900	130, 000
1873 ..	36, 700	9, 750	1, 500	13, 750	7, 700	6, 000	6, 800	....	....	11, 400	27, 800	15, 750	137, 150
1874 ..	31, 750	14, 300	200	6, 500	9, 900	9, 700	6, 700	2, 750	1, 000	3, 600	33, 100	15, 100	134, 600
1875 ..	23, 350	16, 900	100	9, 750	1, 800	2, 200	5, 400	1, 000	1, 350	1, 500	27, 150	10, 500	101, 000
1876 ..	17, 800	8, 050	4, 150	3, 700	1, 000	5, 500	9, 950	2, 000	4, 450	1, 000	10, 100	8, 600	76, 300
1877 ..	18, 250	4, 900	4, 300	4, 000	6, 500	3, 700	5, 990	2, 000	10, 800	6, 300	15, 850	6, 810	89, 400
Total.	201, 250	87, 600	27, 650	71, 062	48, 450	55, 450	58, 578	55, 850	18, 600	60, 600	191, 650	107, 710	984, 450

This unparalleled benefaction, administered by the trustees through their agent, Rev. Barnas Sears, D. D., LL. D., continues its great work of aiding those cities and towns that help themselves to educational privileges for their youth. The above figures, covering a period of ten years, are most suggestive of the vast good accomplished.[1]

TOWNSHIP SCHOOL SYSTEM.

The oldest American educational idea was that of Massachusetts, which looked to an elementary school in every town containing 50 householders, with a grammar school where there were 50 more householders. A somewhat more recent but more widely spread idea was to have ordinary schools for every township, a higher school for every county, and a college or university for every State. The township was the unit of the whole school system, and many thoughtful men are questioning whether it ought not to be restored to that position, instead of being broken into incohesive fragments called school districts, as is common now. Some arguments for such a restoration are as follows:

1. The present district system involves almost necessarily numerous poor school-houses, because the few people in a district cannot generally afford a good one. The population being scanty, schools are small, with imperfect classification of the pupils and recitations too numerous and too short for fair results. Poor teaching is inevitable, from the need of getting for each little school the cheapest teacher to be had; and yet a great proportionate expense is incurred on the whole, since in the case of every two school-houses where one would satisfy all real wants, there must be two teachers, two fires, and two sets of furniture, besides the cost of the unnecessary building. With all this, too, there is frequent uncertainty as to ill surveyed and ill marked district boundaries, involving uncertainty as to which district is to collect the tax and educate the children, and great liability to disputes and bickerings on this account. And then there is perfect certainty of often having in the district board men unfit to supervise and help a school.

2. The township system, on the other hand, providing boundaries settled by indisputable surveys, removes all ground for disputes on that point; it affords an opportunity to obtain for the township a school board of intelligent and good men, and through such a board better management of school funds, better choice of teachers, better arrangement and gradation of the schools, and wiser supervision of them.

These being the invariable characteristics and results of the two systems, a number of the States are endeavoring to get rid of the district and substitute the township system. The voice of the State superintendents is believed to be uniformly in favor of the change.[2]

FREE TEXT BOOKS IN FREE SCHOOLS.

From a desire to extend to every child the full advantages of public instruction, the laws of thirteen of our States make provision for supplying indigent pupils with the needful text books free of charge. These books are understood to be held by the children as a loan, to be returned in the best condition possible to the school boards after use, and to be passed on from session to session and from child to child. The benefits derived from this arrangement have been so many and so various as to give rise to considerable discussion of the question whether the system of a free supply of books by school boards would not better be made universal, instead of partial and discriminating, as it is.

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[1] The report of the State Normal College at Nashville, Tenn., for the year ending September 1, 1877, shows that the second year has been much more successful than its most sanguine friends anticipated it would be—a result largely due to the amount appropriated by the Peabody education fund for its support, which was $9,000 for 1877; the State contributed nothing. The first annual commencement was held May 30, 1877, and was very largely attended by prominent educators and citizens. After an address by ex-Governor Neill S. Brown, the degree of licentiate of instruction was conferred upon the graduates.

[2] As bearing on this point, the opinion of an intelligent and clear-sighted foreigner may not be without interest: "The district is a territorial unit not only too narrow but too variable to serve either as the basis for a wise distribution of school funds or for efficient supervision of the schools. Chance, caprice, sometimes the interest of a single family, or an insignificant village rivalry, sometimes, also, the prejudices or carelessness of a single man, may determine the fate of a locality, either burdening it with useless taxes, depriving it of any school whatever, or giving it a very poor one. The district system has been tried; it is not liberty, but chaos. Those who are engaged in elementary instruction with one voice demand its repeal."—(M. F. Buisson, Rapport sur l'instruction primaire à l'Exposition Universelle de Philadelphie.)

The advocates of a system of free supply urge in favor of it that it saves expense, the books being purchased at wholesale; that it saves time, enough books for every scholar being thus available at the opening of each term; that it secures for a district a desirable uniformity of text books, making the work of teachers greatly easier and more effective than in other cases; that it thus promotes better classification of pupils, so that more time can be given to each class; that it increases the attendance on the schools; and, finally, that it prevents expense and annoyance when a pupil goes from one district to another.

In view of these advantages, our two largest cities, New York and Philadelphia, have for a long time furnished free books, and smaller cities, such as Bath and Lewiston in Maine, Fall River in Massachusetts, Newark and Paterson in New Jersey, have followed their example, with the happiest results. Four of the States, too, now explicitly provide for allowing the system of free supply. Maine, Massachusetts, and Wisconsin leave the matter to be decided by district or town meetings and city councils and the local school boards; and New York authorizes city boards to furnish books to pupils out of any money provided for the purpose. In most of the remaining States the laws are silent on this point, except, as before mentioned, where a supply for poor pupils is allowed. But in California, Iowa, Michigan, New Jersey, and Pennsylvania the State superintendents express themselves as decidedly in favor of furnishing free all the books needed. Superintendent Carr, of California, further ventures the opinion that in the silence of the law there is no obstacle in the way of the adoption by any district of the free plan; and probably, in almost any State, districts would be allowed to decide the matter for themselves, provided that proper notice be given beforehand to the people of the intention to discuss and determine the question at a specified time.

DEVELOPMENT OF SUPERVISION IN EDUCATIONAL SYSTEMS.

History constantly affirms the necessity of education to the permanence and progress of every administrative system. The Christian church, it is well known, instituted a formal organization for the training of its officers in their respective duties, and, as long as its supremacy over the state was allowed, assumed also the education of the officers of government. The University of Paris, the University of Vienna, the schools and colleges of the Jesuits, were instances of the church's exercise of this inestimable power. Gradually, states recognized that education is one of the chief forces in their possession, and resolved to apply it to the whole people. These successive aims, ecclesiastical, political, popular, were combined in the educational system of Prussia.

The power which the church had derived from education, Frederick the Great directed to the general good and glory of the state; the salient provisions of his system were, on the one hand, the beginning of normal schools supplying special training for officials, and, on the other, compulsory education insuring an intellectual training to every individual. Step by step, the other states of the Old World are adopting the efficient system out of which came the present supremacy of Northern Germany in European affairs.

In the history of our own country, education presents an impressive record. Says President Quincy in his History of Harvard College: "The first necessities of civilized man, food, raiment, and shelter, had scarcely been provided; civil government and the worship of God had alone been instituted, when the great interests of education engaged the attention of the colonists of Massachusetts."

The proofs of this immediate concern are the colonial laws of 1642 and 1647, formally enacting what had already been practically established, and making Harvard College the expressive crown of a well ordered system of public instruction.

Like the Hebrew, the Puritan syllabled his patriotism and his adoration in a single expression, "If I forget thee, O Jerusalem!" Schools and college were in his conception the common nursery of state and church, developing by the same process the citizen and the christian, since in a community where the privilege of electing officers and holding office was vested exclusively in freemen, and where none could be freemen but church members, the two characters were comprehended in one. Education formed necessarily an inherent element of the administrative policy. To these early movements in our colonies may be traced the educational ideals that pervade our history.

In the complete separation of church and state, however, while the provisions for education continue and multiply, its aims and its control have been involved in singular confusion; nevertheless, in the irregular development throughout the States, the tendency to efficient supervision has maintained itself in continuous life, sometimes obscured by opposition, sometimes firmly marked, but always traceable.

At first the only distinct and separate officer in the affairs of church and state set apart to education was, under the clergy, the teacher. Afterward, as education developed in towns, it came under the control of the same committee or officers as other civil affairs of the town.

By degrees the school came to be recognized as so important in itself, so distinct in its objects from other branches of administration, that the necessity to the state of setting apart for school government a class of officers especially fitted for educational responsibilities was fully admitted; the town school committees followed.

As the duties of school supervision increased and forced themselves upon the attention of the State, for a time they were treated as subordinate and committed to some one of the State officers who had other duties, as, for example, the secretary of state; but these experiments invariably proved detrimental to education and unsatisfactory to the people; and it is generally a disadvantage for a man to advocate a return to such provisions. To-day the State that should abolish or cripple separate State supervision of education and commit it to another officer of the State would be universally condemned among educators as going backward. The development of this important principle can be better understood by the particular account of the successive movements in New York.

In 1795, Governor George Clinton recommended to the Legislature the establishment of common schools throughout the State, in pursuance of which recommendation an act was framed and approved April 9, 1795, entitled "An act for the encouragement of schools." This act appropriated $50,000 a year for five years, for fostering and maintaining schools in the several cities and towns of the State; made explicit provision for the division of funds and for treasurer's certificates, and for the supervision of the schools under local commissioners and trustees; it also directed reports as to the details of the schools to be transmitted to the secretary of state, to be by him laid before the Legislature. Thus, in the first legislative action in New York after the Revolution toward organizing a common school system, the importance of supervision in education was distinctly recognized. "On the basis of this simple organization," says Mr. Randall, "the foundations of our present school system were originally laid." Seventeen years later, in 1812, occurred the first legislation contemplating a permanent system of common schools. Then the office of State superintendent of common schools was created. Each town was required to elect three commissioners of common schools and from one to six inspectors, who with the commissioners were to have supervision of the schools and to conduct the examinations of teachers; at the same time the offices of trustees, clerk, and collector were created for each school district.

The following year, 1813, the office of superintendent was bestowed by the council of appointment upon Mr. Gideon Hawley, who served till 1821, and to whom must be ascribed the honor of having thoroughly organized the common school system of the

State. He was removed on purely political grounds, and a person wanting in the requisite qualifications of a superintendent of schools was appointed in his stead; this led to a notable change respecting State supervision. A law or clause of a law was enacted that the secretary of state should, ex officio, be the superintendent of common schools.

This law remained unchanged till 1854, but not without strong recommendations from time to time on the part of the secretaries of state and others in favor of a separate and distinct department of school superintendence.

The constant agitation of the subject is indicated by a series of acts: thus, the act of 1841 created the office of deputy superintendent; that of 1843 abolished the office of town commissioner of schools and inspector of schools and created the office of town superintendent; and the act of 1847 abolished the office of county superintendent and ordered the returns of town superintendents to be made to county clerks.

The great interests involved in the educational administration were now so distinctly recognized that in 1851 the assembly, by resolution, authorized the governor to appoint a commission to report to the legislature at its next session a common school code for the State. Hon. S. S. Randall, the commissioner under the resolution, recommended, as one of the permanent changes required in the then existing law, "the separation of the office of State superintendent of common schools from that of secretary of state and its creation into a separate and distinct department." Governor Horatio Seymour strongly recommended such separate organization of the department in his message to the legislature in 1854, and accordingly an act for the purpose was passed the March ensuing. "This important measure," says Mr. Randall, from whose History of the Common School System of New York the above facts are mainly derived, "was warmly supported by Hon. E. W. Leavenworth, then secretary of state, chiefly on the ground of the incompatibility of the duties pertaining to the office of superintendent with those required of the secretary of state."

Thus, after a period of more than thirty years, the State of New York returned, in 1854, to the system of a separate department for common school superintendence, which has been continued to the present time.

The development of the same system in Maine is also pertinent to the present interest in the general subject. The first school law in this State was passed in 1821, one year after the separation from Massachusetts. With respect to school supervision, this law provided for the election at annual town meetings of a superintending school commissioner for each town and plantation, whose duty it should be to examine teachers, select school books, visit and inspect the schools, &c. It also provided for the choosing of a district agent for each district, whose duty it should be to hire teachers for the district and to provide the necessary utensils and fuel for the schools. No provision was made in the law for any reports concerning the schools to either town or State officers.

The act of 1821 was so amended by the act of 1825 as to make it the duty of selectmen to present returns to the secretary of state, once in three years, as to the number of school districts, the number of scholars in each, the number of scholars usually attending school, the length of school sessions, and the amount of money expended for the same. The law was inadequate to the results desired, and the returns secured were of little or no value.

These partial acts accelerated the grand movement, and in 1843 vigorous efforts were made by the friends of education in the legislature to improve the schools by a State organization. A bill was immediately introduced to establish a board of school commissioners, which, however, failed to become a law; a bill introduced in 1845 by Stephen H. Chase, of Fryeburg, providing for school commissioners to be appointed by the governor and council also failed to become a law. Notwithstanding these failures, the public will was moving steadily toward an efficient supervision of schools. In accordance with a memorial to the legislature drawn up by a convention of teachers and friends of education, Hon. E. M. Thurston introduced a bill to establish a State board of education, which became a law July 27, 1846. The board was to consist of one member from each county, to be chosen annually by the superintending school committees of the several towns and the clerks of the several plantations in each county; it was required to elect, each year, one person, to be styled the secretary of the board of education. A penalty was imposed on towns for neglecting to make school returns and teachers were ordered to keep registers. "The establishment of the board of education," says Mr. Corthell in his review of the school legislation of Maine, "marks the era of reform and advance in school work."

The new system was variously modified by the acts of 1850 and 1851, and in 1852 the "board of education" and the "secretary of the board" were abolished, and a law was enacted making it the duty of the governor and council annually to appoint a commissioner of common schools for each county, who was charged with the supervision of the schools of his own county.

In 1854 an act was passed establishing the office of State superintendent of common schools, and by an act of 1868 the powers and duties of the superintendent were fully defined and his office was fixed at the seat of government. Thus, after various experiments, ranging through a history of forty-seven years, efficient school supervision was made the law of the State.

The development of common school supervision in the various States has been substantially the same as in New York and Maine. The correctness of the principle, the necessity of its application, are now universally admitted; it is in active operation in every State of the Union, Oregon and Delaware having been the last to adopt it.

Following is a list of the designations of State educational officers in the several States and Territories, with their mode of election or appointment and term of service.

Official title, mode of appointment, and term of service of State and territorial superintendents.

	Designation of officer.	Elected or appointed by the—	Term of service.
	STATE SUPERINTENDENTS.		
Alabama	State superintendent of education	People	2 years.
Arkansas	State superintendent of public instruction	People	2 years.
California	State superintendent of public instruction	People	4 years.
Colorado	State superintendent of public instruction	People	2 years.
Connecticut	Secretary of State board of education	State board of education.	During pleasure of board.
Delaware	State superintendent of free schools	Governor	1 year.
Florida	State superintendent of public instruction	Governor	4 years.
Georgia	State school commissioner	Governor	2 years.
Illinois	State superintendent of public instruction	People	4 years.
Indiana	State superintendent of public instruction	People	2 years.
Iowa	State superintendent of public instruction	People	2 years.
Kansas	State superintendent of public instruction	People	2 years.
Kentucky	State superintendent of public instruction	People	4 years.
Louisiana	State superintendent of public education	People	4 years.
Maine	State superintendent of common schools	Governor and council.	3 years, or during pleasure of executive.
Maryland	State superintendent of public instruction *a*	State board of education.	During pleasure of board.
Massachusetts	Secretary of State board of education	State board of education.	No express limitation.
Michigan	State superintendent of public instruction	People	2 years.
Minnesota	State superintendent of public instruction	Governor	2 years.
Mississippi	State superintendent of public education	People	4 years.
Missouri	State superintendent of public schools	People	4 years.
Nebraska	State superintendent of public instruction	People	2 years.
Nevada	State superintendent of public instruction	People	4 years.
New Hampshire	State superintendent of public instruction	Governor	2 years.
New Jersey	State superintendent of public instruction	State board of education.	3 years.
New York	State superintendent of public instruction	Legislature	3 years.
North Carolina	State superintendent of public instruction	People	4 years.
Ohio	State commissioner of common schools	People	3 years.
Oregon	State superintendent of public instruction	People	4 years.
Pennsylvania	State superintendent of public instruction	Governor and senate.	4 years.
Rhode Island	State commissioner of public schools	State board of education.	1 year.
South Carolina	State superintendent of education	People	4 years.
Tennessee	State superintendent of public schools	Governor and senate.	2 years.
Texas	Secretary of State board of education	Board of education.	During pleasure of board.
Vermont	State superintendent of education	Gen'l assembly	2 years.
Virginia	State superintendent of public instruction	Gen'l assembly	4 years.
West Virginia	State superintendent of free schools	People	4 years.
Wisconsin	State superintendent of public instruction	People	2 years.
	TERRITORIAL SUPERINTENDENTS.		
Alaska			

a Ex officio, as principal of State Normal School.

Official title, mode of appointment, and term of service of State and territorial superintendents—Continued.

	Designation of officer.	Elected or appointed by the—	Term of service.
Arizona	Governor, ex officio	Pres. of U. S.	Not given.
Dakota	Territorial superintendent of public instruction.	Governor and council.	2 years.
Dist. of Columbia.	(*a*)	District commissioners.	During pleasure of comm'rs.
Idaho	Territorial controller, ex officio	Governor	Not given.
Indian	Superintendent of schools of the Five Nations		
Montana	Territorial superintendent of public instruction.	Governor	2 years.
New Mexico	Secretary of Territory, ex officio	Pres. of U. S.	
Utah	Territorial superintendent of district schools	People	2 years.
Washington	Territorial superintendent of public instruction.	Governor	2 years.
Wyoming	Territorial librarian, ex officio	Governor	

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[a] There are two superintendents: The title of the first is superintendent of schools for white children in Washington and Georgetown and of the county schools; of the second, superintendent of schools for colored children in Washington and Georgetown.

TABLE II.—*Summary of school statistics of*

	Cities.	Estimated present population.	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	No. of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
1	Little Rock, Ark	17, 000	6–21	6, 462	9	1, 528	27	170	1, 960	1, 129
2	San Francisco, Cal	301, 020	5–17	51, 889	56	....	618	209	37, 288	24, 736
3	San José, Cal*	16, 000	5–17	3, 074	9	....	42	198	2, 374	2, 256
4	Stockton, Cal	15, 000	5–17	3, 011	10	1, 693	34	196	1, 693	1, 523
5	Denver, Colo *c*	21, 000	6–21	2, 481	4	1, 615	37	195	2, 078	1, 344
6	Bridgeport, Conn	25, 000	4–16	6, 376	17	4, 069	84	196	5, 167	3, 194
7	Hartford, Conn	41, 600	4–16	9, 621	16	....	160	197	7, 596	5, 038
8	New Britain, Conn*	12, 000	4–16	3, 176	10	2, 250	40	198	2, 516	1, 735
9	New Haven, Conn	58, 675	4–16	12, 964	21	8, 897	213	200	11, 804	7, 554
10	New London, Conn	10, 000	4–16	2, 101	9	1, 800	51	200	*d*1, 915	1, 363
11	Norwalk, Conn*	13, 000	4–16	3, 254	12	3, 200	49	203	2, 873	1, 900
12	Wilmington, Del	40, 000	6–21	9, 178	18	5, 364	106	199	6, 687	4, 158
13	Atlanta, Ga	35, 000	6–18	10, 362	9	2, 630	53	202	3, 280	2, 409
14	Augusta, Ga	23, 768	6–18	4, 912	16	....	35	186	2, 202	1, 273
15	Columbus, Ga	9, 000	6–18	2, 463	6	920	20	187	1, 212	906
16	Macon, Ga	15, 000	6–18	3, 442	8	1, 052	24	140	1, 227	742
17	Savannah, Ga	28, 000	6–18	6, 919	......	3, 000	58	180	3, 171	2, 774
18	Alton, Ill	10, 500	6–21	3, 164	5	....	21	196	*d*1, 496	....
19	Belleville, Ill	12, 000	6–21	4, 467	3	2, 000	40	198	1, 964	....
20	Bloomington, Ill	25, 000	6–21	7, 292	11	2, 670	65	177	3, 486	2, 294
21	Chicago, Ill	450, 000	6–21	110, 184	64	41, 500	800	197	56, 529	38, 132
22	Decatur, Ill	10, 000	6–21	3, 094	6	1, 728	29	177	1, 869	1, 321
23	Freeport, Ill	12, 000	6–21	2, 852	6	1, 600	29	196	1, 640	....
24	Galesburg, Ill	14, 000	6–21	4, 127	......	2, 100	34	178	2, 231	1, 525
25	Jacksonville, Ill	12, 000	6–21	3, 689	8	1, 600	33	187	1, 844	1, 253
26	Joliet, Ill	14, 000	6–21	3, 557	8	1, 692	36	197	2, 606	1, 500
27	Peoria, Ill	32, 000	6–21	8, 881	9	3, 115	67	188	4, 173	2, 783
28	Quincy, Ill	32, 000	6–21	8, 511	9	2, 950	55	195	3, 554	2, 235
29	Rockford, Ill	14, 000	6–21	4, 901	10	....	50	195	2, 100	1, 900
30	Rock Island, Ill	11, 100	6–21	3, 567	6	2, 000	36	178	1, 955	1, 400
31	Springfield, Ill*	25, 000	6–21	10, 722	5	2, 200	41	180	2, 616	1, 977
32	Fort Wayne, Ind	28, 400	6–21	10, 588	9	3, 790	84	195	3, 558	2, 653
33	Indianapolis, Ind	100, 000	6–21	22, 806	23	11, 087	185	195	12, 965	8, 931
34	Jeffersonville, Ind	10, 000	6–21	2, 723	5	....	26	188	1, 300	....
35	Lafayette, Ind	22, 000	6–21	6, 020	6	1, 900	50	195	2, 705	1, 773
36	Logansport, Ind	15, 000	6–21	3, 788	12	1, 480	31	197	1, 824	1, 191
37	Madison, Ind*	12, 500	6–21	4, 652	6	....	38	200	1, 721	1, 273
38	Richmond, Ind	14, 000	6–21	4, 236	9	1, 975	45	180	2, 094	1, 874
39	South Bend, Ind	15, 000	6–21	3, 138	7	1, 700	28	178	1, 601	1, 089
40	Terre Haute, Ind	21, 000	6–21	7, 101	12	3, 737	78	197½	3, 945	2, 724

* From Report of the Commissioner of Education for 1876.

a Assessed valuation.

b Includes cost of supervision.

cities containing 7,500 inhabitants and over.

Pupils.					Expenditures.			Average expenses per capita of daily av. att. in public schools.		
Estimated enrolment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.	
11	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	
300	*a*$5, 276, 480	$50, 715	5	....	$4, 120	*b*$17, 308	$21, 429	$15 33	$3 40	1
....	*a*260, 262, 343	2, 574, 000	2. 1	$942, 616	22, 279	537, 389	800, 709	24 00	4 80	2
400	9, 000, 000	152, 000	2	66, 666	21, 612	27, 700	65, 248	20 39	9 81	3
120	5, 000, 000	142, 900	1. 5	59, 701	924	28, 920	38, 044	....	....	4
100	16, 000, 000	186, 540	7. 5	59, 061	4, 417	27, 728	59, 060	22 49	6 11	5
450	17, 000, 000	144, 500	3. 25	62, 419	6, 725	42, 950	62, 336	....	....	6
*1, 337	**a*47, 162, 324	*1, 755, 269	......	191, 666	....	86, 192	194, 962	....	....	7
97	*a*4, 592, 952	99, 500	......	37, 059	12, 700	19, 695	40, 601	12 00	3 50	8
1, 500	65, 852, 000	532, 722	15. 25	228, 284	29, 637	132, 983	206, 436	18 41	5 84	9
40	10, 000, 000	87, 500	2. 7	26, 547	255	19, 546	26, 547	14 64	....	10
100	9, 000, 000	111, 000	......	69, 361	1, 573	24, 700	36, 700	13 50	2 25	11
....	25, 399, 000	265, 339	2. 5	....	....	....	....	....	....	12
800	20, 000, 000	96, 000	2. 12	35, 709	....	28, 788	35, 662	12 78	2 02	13
500	12, 336, 700	....	......	*e*32, 706	....	....	20, 221	....	....	14
250	4, 000, 000	26, 500	2. 25	12, 145	800	6, 917	11, 933	9 62	2 21	15
100	7, 500, 000	24, 500	......	*e*16, 457	....	7, 646	12, 337	12 51	1 26	16
350	....	95, 500	......	42, 505	....	34, 723	42, 181	13 00	....	17
600	5, 000, 000	75, 500	4. 4	20, 685	140	11, 075	15, 078	10 10	2 60	18
700	5, 000, 000	104, 600	11. 5	40, 024	....	21, 672	35, 043	13 02	2 22	19
....	8, 500, 000	230, 471	14. 5	66, 292	1, 494	26, 509	65, 539	11 57	3 97	20
20, 000	*a*148, 400, 087	2, 436, 056	2. 92	849, 757	1, 101	*b*451, 053	684, 534	12 13	4 05	21
200	9, 114, 756	95, 600	9	40, 109	136	15, 385	29, 910	13 10	3 31	22
200	....	57, 300	......	34, 577	....	*b*14, 988	34, 508	....	....	23
....	5, 500, 000	112, 815	5	32, 079	....	13, 710	20, 813	10 18	3 41	24
1, 000	2, 778, 789	159, 900	3	46, 948	2, 742	17, 070	48, 536	....	....	25
604	3, 249, 080	65, 650	7	25, 001	106	*b*16, 330	20, 650	10 88	2 80	26
1, 600	16, 000, 000	157, 300	7	77, 500	....	33, 190	76, 794	11 92	3 61	27
1, 800	20, 000, 000	217, 000	4. 5	54, 130	7, 557	27, 326	54, 323	....	....	28
475	12, 000, 000	120, 000	5	43, 623	350	....	37, 517	....	....	29
450	12, 000, 000	112, 600	6. 5	23, 872	....	17, 477	25, 433	13 77	3 60	30
....	....	150, 000	5	32, 100	....	24, 954	33, 751	13 73	3 64	31
2, 300	12, 294, 460	224, 650	4. 6	99, 361	15, 592	37, 065	71, 642	16 98	4 14	32
1, 340	73, 822, 993	883, 986	2	311, 456	28, 203	121, 319	215, 410	....	....	33
300	*a*2, 600, 000	60, 000	4	23, 003	154	12, 918	19, 126	....	....	34
1, 000	14, 000, 000	193, 000	3. 5	....	....	....	....	....	....	35
....	*a*5, 666, 055	180, 000	5	48, 575	5, 396	13, 539	41, 888	13 04	3 46	36
276	*a*4, 400, 000	60, 000	3	26, 450	....	....	15, 872	....	....	37
565	....	81, 000	......	72, 716	3, 154	20, 686	34, 158	....	....	38
250	....	....	......	44, 494	....	11, 207	17, 093	....	....	39
300	*a*13, 841, 060	215, 471	3. 4	95, 046	12, 625	41, 268	66, 440	16 39	3 49	40

c These statistics are for seven-eighths of the city only.

d This number excludes duplicate enrolments.

e These receipts are for the whole county.

TABLE II.—*Summary of school*

	Cities.	Estimated present population.	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	No. of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
41	Burlington, Iowa......	28, 000	5–21	5, 963	10	3, 850	71	192	3, 356	2, 003
42	Council Bluffs, Iowa...	[a]10, 020	5–21	3, 128	9	1, 590	29	198	1, 545	929
43	Davenport, Iowa......	*24, 000	5–21	....	11	4, 618	94	191	4, 710	3, 269
44	Des Moines (w. side), Ia	14, 000	5–21	3, 592	4	2, 100	36	188	2, 211	1, 399
45	Dubuque, Iowa*.......	[b]24, 000	5–21	8, 896	11	....	73	.....	2, 867	2, 365
46	Keokuk, Iowa.........	15, 000	5–21	5, 732	......	2, 500	52	180	2, 500	2, 100
47	Atchison, Kans	12, 000	5–21	3, 000	5	....	23	180	1, 210	1, 130
48	Lawrence, Kans.......	[a]8, 320	5–21	2, 652	12	....	28	.....	1, 449	1, 210
49	Leavenworth, Kans* ..	[a]17, 873	5–21	5, 669	......	....	40	198	2, 048	1, 942
50	Covington, Ky	35, 000	6–18	9, 800	6	2, 720	65	200	3, 500	2, 420
51	Lexington, Ky	15, 000	[d]6–20	5, 989	9	....	[e]19	192	[e]1, 232	[e]884
52	Louisville, Ky*........	125, 000	6–20	[f]45, 000	27	....	329	202	17, 533	11, 951
53	Newport, Ky..........	18, 500	6–20	6, 500	5	....	40	200	2, 674	1, 989
54	Paducah, Ky	10, 000	6–20	1, 946	13	810	14	215	790	....
55	New Orleans, La	203, 439	6–21	....	69	....	430	172	23, 156	16, 505
56	Bangor, Me	*18, 500	4–21	5, 586	35	....	75	182	[g]3, 700	3, 226
57	Biddeford, Me.........	12, 000	4–21	3, 451	21	2, 072	38	196	[g]2, 092	....
58	Lewiston, Me	*20, 000	4–21	6, 479	29	....	68	184	3, 560	2, 200
59	Portland, Me...........	36, 000	5–21	11, 300	12	4, 100	114	200	6, 161	4, 225
60	Baltimore, Md.........	350, 000	6–18	77, 000	......	....	764	186	....	....
61	Adams, Mass...........	[i]15, 765	5–15	3, 171	18	2, 462	53	190	[g]3, 374	1, 922
62	Boston, Mass*..........	[i]341, 919	5–15	58, 636	146	56, 111	1, 306	224	55, 417	42, 645
63	Cambridge, Mass......	[i]47, 838	5–15	*8, 218	28	8, 866	216	200	10, 323	7, 009
64	Chicopee, Mass*.......	10, 000	5–15	1, 970	11	1, 400	30	.....	1, 147	891
65	Fall River, Mass*	45, 160	5–15	7, 900	30	6, 856	127	192	7, 537	4, 159
66	Fitchburg, Mass	12, 000	5–15	2, 179	19	3, 253	67	191	2, 768	1, 994
67	Haverhill, Mass*.......	[i]14, 628	5–15	2, 608	28	3, 211	80	194	2, 632	2, 093
68	Holyoke, Mass	18, 500	5–15	2, 523	11	2, 268	57	193	2, 550	1, 578
69	Lowell, Mass..........	53, 000	5–15	7, 540	41	....	199	195	[j]10, 305	5, 250
70	Lynn, Mass	32, 600	5–15	5, 799	32	6, 132	111	205	5, 578	4, 409
71	Marlboro', Mass	8, 581	5–15	1, 936	11	1, 771	36	[k]175	2, 047	1, 536
72	Milford, Mass	[a]9, 890	5–15	2, 223	......	....	....	.....	....	....
73	New Bedford, Mass*...	27, 000	5–15	4, 002	21	4, 000	105	203	3, 822	3, 622
74	Newburyport, Mass*..	13, 000	5–15	2, 743	20	2, 689	62	255	2, 218	1, 859
75	Newton, Mass.........	16, 700	5–15	2, 853	16	3, 280	74	197	3, 471	2, 462
76	Pittsfield, Mass*	12, 255	5–15	2, 558	......	2, 269	54	176	2, 070	....
77	Salem, Mass*...........	[b]26, 000	5–15	4, 430	17	4, 307	103	200	4, 794	3, 284
78	Springfield, Mass......	31, 000	5–15	5, 375	29	5, 909	124	197	6, 286	4, 472

* From Report of the Commissioner of Education for 1876.

[a] Census of 1870.

[b] From Report of the Commissioner of Education for 1875.

[c] Assessed valuation.

[d] The legal age for colored children is from 6 to 16.

[e] These statistics are for white schools only.

statistics of cities, &c.—Continued.

Pupils.					Expenditures.			Average expenses per capita of daily av. att. in public schools.		
Estimated enrolment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.	
11	12	13	14	15	16	17	18	19	20	
1, 000	$12, 000, 000	$250, 000	6	$87, 925	$3, 215	$33, 450	$50, 535	$17 06	$5 93	41
250	5, 472, 145	85, 600	8. 5	52, 355	845	15, 362	30, 081	18 45	6 37	42
....	16, 000,' 000	273, 100	12	117, 390	3, 530	49, 409	71, 500	17 65	3 65	43
400	7, 033, 000	225, 400	13	55, 216	....	20, 795	49, 184	15 96	8 00	44
....	....	....	6. 5	54, 075	....	33, 230	45, 987	....	....	45
500	9, 000, 000	125, 000	9	40, 379	3, 090	28, 089	35, 340	....	....	46
300	4, 800, 000	64, 100	13	93	150	9, 350	13, 640	....	....	47
....	*c*2, 551, 630	100, 000	10	25, 975	162	13, 435	29, 474	12 09	5 65	48
822	*c*4, 367, 544	203, 512	10	55, 070	3, 098	23, 881	53, 031	12 29	3 00	49
....	20, 000, 000	196, 000	2. 5	68, 000	27, 500	35, 600	68, 800	14 70	2 28	50
500	*c*4, 928, 759	40, 000	1. 5	15, 112	....	....	17, 967	....	....	51
....	*c*71, 849, 772	833, 390	4. 5	274, 132	13, 023	166, 591	285, 302	16 46	6 32	52
....	*c*6, 200, 000	153, 500	2	31, 282	....	17, 273	29, 645	9 40	....	53
320	6, 000, 000	23, 000	2	9, 897	0	7, 350	9, 646	12 51	2 38	54
12, 000	*c*88, 973, 930	629, 500	......	262, 949	3, 554	206, 914	262, 948	13 50	3 00	55
....	*c*9, 906, 100	75, 000	......	36, 200	....	....	41, 512	(11 88)		56
....	10, 000, 000	40, 000	......	22, 130	528	16, 938	21, 399	....	....	57
....	11, 873, 558	168, 700	2. 33	33, 795	....	24, 780	38, 010	11 26	5 46	58
1, 500	30, 892, 845	376, 500	2. 47	76, 442	4, 880	57, 985	76, 357	14 31	2 62	59
....	....	....	......	625, 813	104, 225	*h*449, 113	699, 514	....	....	60
....	11, 141, 767	156, 200	4. 31	29, 483	....	....	....	(15 34)		61
....	*c*748, 878, 100	8, 560, 000	2. 21	2, 036, 067	307, 094	1, 228, 338	2, 015, 580	25 94	10 21	62
1, 269	*c*55, 755, 000	582, 000	3	188, 564	2, 921	151, 574	188, 564	20 95	4 86	63
600	....	....	......	....	....	....	....	....	....	64
1, 000	*c*51, 401, 467	1, 230, 000	1. 8	97, 101	5, 500	82, 543	107, 883	19 84	4 77	65
20	*c*10, 668, 319	182, 496	3. 52	37, 508	....	28, 250	37, 508	15 07	3 74	66
40	12, 500, 000	284, 500	5. 13	53, 507	....	42, 354	54, 652	19 89	5 40	67
1, 100	19, 275, 984	120, 090	2. 2	27, 376	431	19, 242	26, 220	13 21	3 13	68
550	50, 000, 000	476, 462	3. 5	163, 185	14, 938	99, 152	407, 009	....	....	69
100	24, 995, 339	471, 200	4. 7	106, 652	5, 764	68, 843	106, 652	15 91	4 92	70
....	*c*3, 439, 925	59, 500	5. 2	18, 410	78	15, 535	20, 030	10 39	2 61	71
75	....	....	......	....	....	....	....	....	....	72
350	34, 850, 000	282, 000	3. 66	85, 825	92, 500	60, 000	182, 775	14 50	4 50	73
80	9, 000, 000	105, 100	3. 33	35, 450	....	25, 960	35, 450	14 40	2 41	74
320	28, 500, 000	443, 000	2. 79	87, 416	....	62, 025	83, 456	26 37	7 63	75
191	8, 177, 606	61, 400	2. 3	20, 366	18, 084	20, 460	45, 343	....	....	76
725	27, 216, 000	341, 500	2. 1	82, 786	1, 493	58, 061	82, 786	21 38	6 29	77
....	*c*30, 692, 776	554, 500	2. 93	90, 257	....	72, 138	92, 429	16 84	3 82	78

f Estimated.

g This number excludes duplicate enrolments.

h Includes cost of supervision.

i Census of 1875.

j This is exclusive of the evening schools, in which there is a total enrolment of 1,278.

k For grammar and high schools; for primary, 155.

TABLE II.—*Summary of school*

	Cities.	Estimated present population.	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	No. of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
79	Taunton, Mass	19, 000	5–15	3, 413	36	3, 821	81	195	3, 739	2, 712
80	Weymouth, Mass*	9, 819	5–15	1, 936	21	2, 128	44	196	1, 931	1, 653
81	Woburn, Mass	10, 105	5–15	*a*1, 955	14	2, 475	43	200	2, 127	1, 726
82	Worcester, Mass	52, 000	5–15	9, 097	35	8, 522	203	192	9, 901	6, 801
83	Adrian, Mich*	10, 000	5–20	2, 824	5	1, 600	29	193	1, 449	939
84	Ann Arbor, Mich	7, 500	5–20	2, 419	7	1, 800	32	200	1, 864	1, 337
85	Bay City, Mich	18, 000	5–20	4, 278	7	2, 320	40	196½	2, 841	1, 720
86	Detroit, Mich	*110, 000	5–20	35, 739	27	12, 549	228	183	13, 827	9, 641
87	East Saginaw, Mich	17, 500	5–20	5, 117	10	....	49	195	3, 177	2, 224
88	Grand Rapids, Mich	30, 000	5–20	9, 129	13	4, 000	87	192	5, 019	3, 148
89	Saginaw, Mich	10, 500	6–20	2, 835	6	1, 430	28	194½	1, 564	1, 073
90	Minneapolis, Minn *c*	35, 000	5–21	....	9	3, 400	78	196	3, 607	2, 380
91	St. Paul, Minn	40, 000	5–21	11, 134	14	3, 800	77	194	4, 316	2, 900
92	Natchez, Miss*	9, 000	5–21	....	4	750	12	90	591	....
93	Vicksburg, Miss	11, 000	5–21	2, 400	3	1, 090	23	183	1, 450	1, 074
94	Hannibal, Mo	12, 000	6–20	3, 306	8	1, 575	28	148	1, 877	1, 299
95	Kansas City, Mo	42, 000	6–20	8, 303	9	3, 600	58	197	4, 334	2, 529
96	St. Joseph, Mo	25, 000	6–20	6, 822	18	3, 022	54	180	3, 514	2, 417
97	St. Louis, Mo	500, 000	6–20	146, 000	73	38, 510	870	198	47, 676	27, 581
98	Omaha, Nebr	22, 000	5–21	4, 753	10	2, 391	45	196	2, 911	1, 906
99	Manchester, N. H	25, 000	5–15	3, 065	23	3, 380	82	188	3, 975	2, 509
100	Nashua, N. H	11, 600	5–16	2, 307	16	2, 140	48	175	2, 148	1, 531
101	Portsmouth, N. H	10, 000	5–	2, 154	13	....	40	244	1, 964	1, 402
102	Camden, N. J*	40, 000	5–18	10, 842	11	5, 500	103	190	5, 270	4, 039
103	Elizabeth, N. J*	25, 000	5–18	6, 817	15	2, 588	59	202	2, 919	2, 298
104	Jersey City, N. J	120, 000	5–18	37, 482	20	12, 810	304	205	....	....
105	Newark, N. J*	120, 000	5–18	37, 206	43	12, 831	282	205	18, 970	10, 933
106	New Brunswick, N. J	18, 000	5–18	*f*5, 496	6	2, 370	44	202	2, 769	1, 733
107	Orange, N. J	11, 300	5–18	3, 513	5	1, 184	31	200	1, 561	1, 035
108	Paterson, N. J	39, 500	5–18	13, 193	10	5, 991	100	203	9, 374	4, 483
109	Trenton, N. J	26, 031	5–18	9, 040	13	2, 900	72	195	2, 706	2, 518
110	Auburn, N. Y	18, 500	5–21	5, 162	10	2, 871	52	193	2, 616	1, 943
111	Binghamton, N. Y*	16, 500	5–21	4, 509	8	2, 368	54	207	3, 187	2, 123
112	Buffalo, N. Y*	143, 594	5–21	*f*40, 000	42	14, 000	420	203	20, 240	13, 320
113	Cohoes, N. Y	22, 000	5–21	9, 207	8	2, 000	57	204	3, 980	1, 938
114	Elmira, N. Y	22, 000	5–21	5, 752	9	3, 799	79	195	4, 496	3, 057
115	Ithaca, N. Y	10, 100	5–21	2, 501	12	1, 535	31	192	1, 729	1, 205
116	Kingston, N. Y *g*	*8, 000	5–21	....	6	1, 477	27	206	1, 790	1, 172
117	Lockport, N. Y	13, 000	5–21	4, 185	6	2, 524	43	198	3, 014	1, 866

* From Report of the Commissioner of Education for 1876.

a Number between 5 and 16.

b Includes cost of supervision.

c West division.

statistics of cities, &c.—Continued.

Pupils.					Expenditures.			Average expenses per capita of daily av. att. in public schools.		
Estimated enrolment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.	
11	12	13	14	15	16	17	18	19	20	
68	$20, 000, 000	$202, 000	3. 15	$50, 067	....	$36, 866	$50, 067	$14 25	$3 95	79
20	5, 586, 440	115, 000	4. 18	24, 551	$11, 982	20, 340	40, 068	13 16	3 68	80
100	8, 674, 522	193, 000	3	31, 503	....	25, 315	32, 315	....	....	81
1, 325	60, 902, 206	872, 225	3. 2	145, 058	10, 865	114, 046	145, 058	17 25	3 97	82
500	5, 014, 605	151, 500	14	36, 952	1, 343	11, 844	34, 112	14 79	2 14	83
270	4, 298, 145	130, 700	15. 6	32, 491	3, 513	16, 000	31, 696	13 46	3 64	84
....	8, 800, 000	140, 000	15	38, 798	....	17, 464	33, 072	11 20	3 37	85
5, 000	94, 570, 905	633, 716	......	306, 833	28, 448	*b*136, 395	213, 214	....	....	86
100	8, 756, 545	125, 500	......	41, 512	894	22, 628	41, 060	11 07	5 41	87
800	30, 000, 000	270, 000	7	85, 420	3, 842	42, 808	72, 548	....	....	88
400	6, 125, 708	100, 000	......	39, 885	325	12, 619	28, 374	13 62	4 64	89
800	27, 000, 000	321, 500	3. 83	117, 611	34, 179	47, 785	106, 479	20 08	6 60	90
2, 500	60, 000, 000	304, 000	1	21, 678	....	42, 707	*d*66, 440	14 55	1 24	91
299	....	....	......	....	....	....	....	....	....	92
300	4, 000, 000	44, 250	2. 75	15, 800	500	14, 240	17, 140	13 51	2 70	93
300	2, 780, 000	39, 500	4	21, 579	224	10, 665	14, 947	8 21	2 74	94
1, 000	*e*8, 400, 000	200, 000	4	81, 186	2, 490	38, 784	81, 186	16 12	4 33	95
825	12, 000, 000	118, 696	7	51, 752	....	30, 312	51, 073	13 43	3 93	96
22, 486	237, 488, 700	2, 629, 543	5	1, 265, 194	173, 336	*b*564, 478	1, 007, 830	....	....	97
200	25, 600, 000	434, 975	5	83, 686	13, 784	31, 907	77, 035	19 15	4 96	98
2, 000	*e*15, 605, 918	278, 075	3. 19	52, 155	2, 674	38, 119	52, 155	16 30	4 19	99
90	8, 900, 000	234, 391	3. 4	28, 740	....	19, 449	28, 093	13 22	5 12	100
50	9, 567, 765	80, 600	2. 33	23, 010	214	*b*19, 497	25, 695	....	....	101
1, 200	27, 000, 000	....	4	86, 750	2, 850	48, 053	86, 362	12 16	5 07	102
1, 800	30, 000, 000	116, 500	2. 68	43, 624	....	29, 635	41, 985	13 10	4 97	103
8, 000	90, 500, 000	764, 582	2. 4	222, 550	1, 000	....	222, 550	....	....	104
7, 378	160, 396, 666	1, 015, 000	2	217, 037	1, 000	131, 079	208, 032	16 00	4 23	105
1, 200	12, 136, 570	150, 000	2	41, 757	7, 558	19, 091	40, 666	12 25	2 81	106
650	9, 000, 000	92, 500	......	26, 207	488	14, 327	23, 091	17 77	4 07	107
1, 400	33, 511, 614	247, 500	0. 76	75, 988	5, 924	49, 398	75, 253	11 74	4 04	108
2, 300	12, 000, 000	138, 743	2	51, 230	....	34, 463	44, 462	14 68	3 00	109
1, 100	12, 160, 000	127, 200	3. 26	46, 942	3, 872	24, 459	35, 951	13 36	3 15	110
507	10, 015, 775	223, 753	3. 1	48, 734	1, 923	27, 436	39, 770	12 35	2 40	111
10, 000	....	870, 000	......	282, 820	....	....	306, 000	23 40	....	112
375	10, 500, 567	88, 500	7. 45	70, 863	1, 495	*b*23, 086	38, 812	14 09	8 68	113
....	13, 730, 918	305, 200	3. 21	84, 907	1, 986	39, 870	66, 296	13 89	3 98	114
46	6, 000, 000	39, 500	4. 7	26, 350	1, 845	15, 078	24, 520	14 17	4 01	115
297	4, 000, 000	146, 500	13. 28	32, 497	919	16, 132	32, 497	15 49	3 63	116
500	10, 000, 000	102, 000	2. 92	40, 815	2, 193	22, 338	32, 012	12 57	3 05	117

d Expenditures as reported were $70,820; but the items given amount to $66,440 only.

e Assessed valuation.

f Estimated.

g These statistics are for the Kingston school district only.

TABLE II.—*Summary of school*

	Cities.	Estimated present population.	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	No. of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
118	Long Island City, N. Y.	19, 000	4–21	5, 170	......	2, 600	39	201	*a*3, 100	1, 914
119	Newburgh, N. Y.......	17, 300	5–21	5, 885	......	2, 842	51	199	3, 415	2, 196
120	New York, N. Y.......	1, 200, 000	4–21	....	*132	151, 091	3, 251	203	205, 327	125, 777
121	Ogdensburg, N. Y	11, 000	5–21	4, 053	9	1, 400	27	197	....	1, 009
122	Oswego, N. Y..........	22, 400	5–21	8, 831	15	3, 900	71	195	4, 529	2, 896
123	Poughkeepsie, N. Y ...	20, 000	5–21	6, 002	14	2, 765	42	202	3, 989	2, 187
124	Rochester, N. Y	75, 000	5–21	29, 146	27	....	228	197	11, 838	7, 867
125	Rome, N. Y*...........	13, 000	5–21	3, 305	7	1, 501	29	192	2, 103	1, 174
126	Saratoga Springs, N. Y.	*9, 000	5–21	2, 711	11	1, 960	33	190	1, 793	1, 042
127	Schenectady, N. Y*....	13, 000	5–21	4, 430	......	1, 740	31	202	2, 183	1, 493
128	Syracuse, N. Y	59, 084	5–21	16, 824	16	8, 287	166	197	8, 174	7, 261
129	Troy, N. Y*............	50, 000	5–21	*d*17, 900	15	....	141	204	9, 282	5, 474
130	Utica, N. Y............	35, 000	6–21	*d*11, 200	18	4, 242	93	196	5, 026	3, 351
131	Watertown, N. Y*.....	11, 000	5–21	3, 123	8	2, 080	42	191	2, 015	1, 267
132	Yonkers, N. Y.........	18, 500	5–21	6, 437	5	....	51	....	*a*3, 276	1, 892
133	Akron, Ohio	17, 000	6–21	4, 150	11	2, 416	46	195	2, 658	2, 081
134	Canton, Ohio	12, 500	6–21	3, 675	6	1, 910	42	189	1, 958	1, 308
135	Chillicothe, Ohio	13, 000	6–21	3, 241	5	1, 850	43	188	1, 758	1, 498
136	Cincinnati, Ohio	267, 000	6–21	93, 042	42	28, 684	*e*583	207	31, 370	24, 420
137	Cleveland, Ohio	133, 650	6–21	45, 429	41	18, 680	350	196	21, 980	15, 146
138	Columbus, Ohio	49, 381	6–21	14, 209	26	....	143	192	7, 111	5, 402
139	Dayton, Ohio	35, 000	6–21	10, 769	12	5, 718	114	195	5, 603	4, 148
140	Hamilton, Ohio	14, 000	6–21	5, 546	5	1, 734	30	200	1, 762	1, 343
141	Mansfield, Ohio........	10, 000	6–21	2, 738	5	1, 902	33	176	1, 764	1, 301
142	Newark, Ohio	11, 000	6–21	3, 519	6	....	38	184	1, 701	1, 230
143	Portsmouth, Ohio......	12, 000	6–21	3, 968	6	2, 000	41	198	2, 079	1, 571
144	Sandusky, Ohio........	17, 000	6–21	6, 491	12	....	47	198	2, 299	1, 757
145	Springfield, Ohio	20, 000	6–21	4, 994	6	2, 648	48	185	2, 835	2, 095
146	Steubenville, Ohio	13, 500	6–21	5, 036	6	1, 750	35	198	2, 285	1, 751
147	Toledo, Ohio...........	50, 000	6–21	13, 992	23	6, 500	129	198½	7, 636	4, 451
148	Zanesville, Ohio*	18, 000	6–21	5, 411	18	3, 150	64	195	2, 946	2, 118
149	Portland, Oreg	15, 000	4–20	3, 307	7	....	34	200	2, 026	1, 527
150	Allegheny, Pa.........	70, 000	......	*d*15, 000	23	10, 000	198	195	9, 672	8, 024
151	Allentown, Pa..........	15, 000	6–21	....	8	3, 420	52	140	3, 288	2, 281
152	Altoona, Pa	17, 000	6–21	3, 289	15	....	41	189	2, 382	2, 024
153	Carbondale, Pa........	8, 500	6–21	2, 500	7	....	20	176	1, 879	1, 159
154	Chester, Pa............	14, 000	6–21	3, 400	7	1, 874	41	193	2, 062	1, 703
155	Danville, Pa*..........	7, 000	6–21	....	9	1, 700	26	157	1, 679	1, 127
156	Easton, Pa	14, 000	6–21	....	9	2, 780	48	203	2, 316	1, 725
157	Erie, Pa*	27, 000	6–21	8, 402	16	3, 126	78	192	4, 267	2, 627
158	Harrisburg, Pa	28, 000	6–21	....	21	5, 173	96	216	5, 242	3, 287

* From Report of the Commissioner of Education for 1876.

a Excludes duplicate enrolments.

b Assessed valuation.

statistics of cities, &c.— Continued.

Pupils.					Expenditures.			Average expenses per capita of daily av. att. in public schools.		
Estimated enrolment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.	
11	12	13	14	15	16	17	18	19	20	
210	$20, 000, 000	$50, 000	7. 5	$38, 832	$1, 961	$25, 252	$38, 198	$13 45	$5 73	118
472	*b*20, 000, 000	191, 000	7	51, 350	12, 408	27, 010	51, 350	12 98	4 75	119
60, 000	*b*1,101,092,093	9, 694, 600	3. 4	3, 553, 000	292, 757	1, 793, 614	3, 316, 889	20 81	7 63	120
1, 080	*b*2, 248, 194	52, 000	4	....	120	10, 035	14, 440	....	....	121
1, 435	*b*10, 711, 170	175, 097	3	57, 596	2, 354	33, 908	50, 882	11 98	4 49	122
610	25, 000, 000	116, 015	4	56, 017	1, 699	24, 620	35, 236	11 62	4 49	123
....	50, 200, 775	539, 000	2. 33	201, 714	31, 304	117, 497	201, 863	14 93	6 75	124
450	5, 433, 534	61, 600	2. 2	23, 172	5, 417	12, 366	22, 475	12 22	2 27	125
165	15, 000, 000	66, 000	12	53, 308	11, 107	17, 347	34, 709	17 81	3 89	126
500	....	75, 500	......	27, 359	3, 042	14, 616	26, 092	10 62	4 13	127
1, 786	30, 603, 390	726, 000	2. 4	110, 617	3, 566	82, 651	*c*110, 616	11 38	3 20	128
2, 000	46, 689, 702	120, 000	4. 3	144, 310	17, 317	76, 341	124, 698	13 94	5 67	129
700	69, 913, 032	438, 384	2. 6	88, 335	2, 135	47, 266	60, 500	13 70	2 37	130
150	12, 500, 000	80, 145	3. 15	31, 853	1, 671	17, 069	31, 854	15 13	6 11	131
841	*b*21, 114, 118	161, 000	......	58, 151	3, 437	43, 155	....	....	....	132
458	10, 996, 474	109, 900	6	102, 272	6, 720	22, 963	83, 173	12 56	2 96	133
700	....	100, 000	7	57, 249	3, 523	17, 389	41, 198	14 15	....	134
350	10, 000, 000	152, 650	5. 5	43, 638	3, 679	20, 236	29, 946	16 00	88	135
18, 357	300, 000, 000	1, 853, 178	3. 4	694, 043	69, 089	461, 648	673, 036	....	....	136
9, 564	219, 000, 000	1, 608, 074	4. 5	583, 703	75, 206	239, 587	397, 782	16 63	4 66	137
1, 548	43, 500, 000	603, 214	4. 6	231, 711	51, 077	88, 180	182, 005	17 24	4 84	138
2, 080	25, 000, 000	324, 200	4. 9	166, 086	26, 687	81, 809	138, 556	20 91	4 24	139
1, 000	6, 188, 214	130, 000	3. 75	69, 351	2, 000	18, 101	48, 673	15 10	4 95	140
300	10, 088, 000	160, 500	4. 6	39, 082	1, 706	13, 356	28, 385	11 65	3 10	141
263	*b*3, 890, 000	95, 000	......	45, 681	9, 861	15, 428	33, 871	....	....	142
300	7, 000, 000	152, 500	5. 5	40, 390	364	20, 225	29, 958	14 01	2 56	143
1, 000	14, 085, 000	202, 600	7	61, 450	16, 734	22, 677	58, 846	14 04	4 27	144
150	*b*9, 516, 456	150, 000	4. 5	67, 964	7, 345	28, 472	62, 691	14 45	5 23	145
450	6, 000, 000	111, 200	5	57, 779	2, 426	18, 082	37, 665	11 24	2 68	146
2, 200	*b*19, 568, 720	600, 600	5	154, 712	4, 404	69, 788	142, 647	16 12	4 25	147
500	12, 000, 000	171, 000	5	58, 352	5, 714	34, 125	52, 709	18 06	4 13	148
395	8, 800, 728	85, 995	2	46, 378	13, 814	29, 130	49, 440	....	....	149
4, 000	*b*55, 020, 811	893, 031	4. 16	261, 084	8, 230	103, 418	266, 204	13 00	3 14	150
400	*b*10, 000, 000	400, 000	5	....	....	12, 841	....	....	....	151
907	6, 180, 000	66, 800	10	22, 821	2, 404	14, 328	24, 181	7 57	2 68	152
100	2, 500, 000	25, 000	11	9, 266	1, 179	6, 321	9, 743	5 79	1 23	153
250	8, 914, 973	100, 551	3. 5	29, 437	2, 124	19, 018	29, 428	13 67	7 07	154
125	3, 600, 000	75, 000	14	17, 088	....	7, 347	16, 664	6 51	2 01	155
150	*b*9, 201, 624	255, 300	4	68, 702	5, 706	25, 222	55, 204	....	....	156
1, 300	22, 439, 977	299, 820	4. 5	97, 043	17, 445	31, 248	80, 599	12 73	5 22	157
550	17, 222, 268	413, 218	13	102, 417	1, 599	50, 358	101, 057	15 77	4 79	158

c Includes a balance on hand of $120.
d Estimated.
e Average number.

TABLE II.—*Summary of school*

	Cities.	Estimated present population.	Legal school age.	School population.	Number of school buildings.	Number of sittings for study.	Number of teachers.	No. of days schools were taught.	Pupils.	
									Whole number enrolled.	Average daily attendance.
	1	2	3	4	5	6	7	8	9	10
159	Lancaster, Pa*	23, 000	6–21	....	21	....	66	205	2, 813	2, 297
160	New Castle, Pa	9, 000	6–21	2, 250	5	1, 500	26	165	1, 541	1, 040
161	Norristown, Pa	14, 500	6–21	....	5	1, 878	39	201	2, 104	1, 398
162	Philadelphia, Pa	*a*750, 000	6–	....	*184	....	1, 979	200	101, 924	88, 627
163	Pittsburgh, Pa*	130, 000	6–21	....	53	18, 000	435	200	21, 488	14, 501
164	Pottsville, Pa*	15, 000	6–21	4, 525	8	2, 630	55	200	2, 199	1, 976
165	Reading, Pa*	40, 130	6–21	....	20	6, 650	133	195	6, 252	4, 990
166	Scranton, 4th dist., Pa*	18, 000	6–21	....	10	2, 750	61	....	3, 816	2, 076
167	Shenandoah, Pa	8, 000	6–21	3, 300	7	....	21	161	1, 808	1, 067
168	Titusville, Pa	10, 000	6–21	2, 800	6	1, 583	30	196	1, 665	1, 123
169	Wilkesbarre, 3d dist., Pa	10, 000	6–21	....	4	1, 390	31	189	1, 705	1, 235
170	Williamsport, Pa	22, 000	6–21	3, 960	......	....	64	162½	3, 636	2, 694
171	York, Pa	14, 000	6–21	....	8	2, 200	44	168	2, 324	1, 705
172	Newport, R. I	*d*14, 028	5–15	2, 807	10	2, 438	51	195	2, 131	1, 378
173	Providence, R. I	*d*100, 675	5–16	....	......	....	283	....	....	....
174	Warwick, R. I	11, 614	5–16	....	19	....	29	196	2, 078	1, 866
175	Woonsocket, R. I	14, 000	5–16	3, 236	13	1, 608	28	193	1, 925	1, 147
176	Chattanooga, Tenn	12, 000	6–18	2, 421	7	....	23	165	1, 709	....
177	Knoxville, Tenn	16, 000	6–18	1, 949	4	930	22	192	1, 415	725
178	Memphis, Tenn	50, 000	6–20	9, 091	10	3, 780	63	170	3, 097	2, 457
179	Nashville, Tenn	27, 085	6–18	9, 535	8	3, 750	74	191	4, 032	2, 936
180	Houston, Tex	27, 000	8–14	2, 890	14	1, 336	25	167	1, 583	1, 319
181	Burlington, Vt*	15, 000	5–20	3, 207	8	....	30	194	1, 250	....
182	Rutland, Vt	*7, 000	5–20	2, 206	6	675	16	190	825	507
183	Alexandria, Va	13, 500	5–21	4, 447	4	1, 150	18	195	1, 183	812
184	Lynchburg, Va	15, 000	5–21	4, 093	7	....	23	184	1, 388	789
185	Norfolk, Va	23, 000	5–21	6, 244	7	1, 400	26	203	1, 514	1, 085
186	Portsmouth, Va*	10, 500	5–21	3, 399	......	....	13	204	820	479
187	Richmond, Va	77, 500	5–21	20, 754	15	5, 573	124	179	5, 558	4, 696
188	Wheeling, W. Va	28, 270	6–21	9, 676	15	5, 000	105	198	5, 397	3, 401
189	Fond du Lac, Wis	15, 308	4–20	5, 846	17	3, 044	47	200	2, 643	1, 867
190	Janesville, Wis	11, 000	4–20	3, 775	......	1, 780	35	197	1, 751	....
191	La Crosse, Wis	17, 000	4–20	3, 612	8	1, 743	33	195	2, 047	1, 403
192	Madison, Wis	10, 500	4–20	3, 926	*9	....	*30	180	*1, 800	....
193	Racine, Wis*	16, 000	4–20	4, 794	7	1, 850	38	200	2, 262	1, 587
194	Georgetown, D. C*g*	106, 000	6–17	19, 489	47	11, 168	200	188	13, 105	10, 257
195	Washington, D. C*g*									
	Total	9, 099, 025	......	1, 719, 340	3, 035	826, 266	23, 830	.....	1, 249, 271	852, 302

* From Report of the Commissioner of Education for 1876.

a From Report of the Commissioner of Education for 1875.

b Assessed valuation.

c Includes cost of supervision

d Census of 1875.

statistics of cities, &c.—Continued.

Pupils.					Expenditures.			Average expenses per capita of daily av. att. in public schools.		
Estimated enrolment in private schools.	Estimated cash value of taxable property in the city.	Estimated real value of property used for school purposes.	Tax for school purposes on assessed valuation—mills per dollar.	Total receipts.	Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.	
11	12	13	14	15	16	17	18	19	20	
810	$13, 194, 298	$82, 000	2. 5	$87, 217	$39, 021	$24, 637	$71, 243	....	....	159
500	4, 910, 568	43, 700	10	15, 272	626	8, 398	15, 258	$9 33	$4 74	160
600	....	115, 054	6	32, 890	....	18, 769	28, 790	13 92	3 41	161
....	....	6, 280, 469	......	1, 675, 611	....	1, 103, 500	1, 611, 169	....	....	162
11, 060	175, 000, 000	1, 900, 000	3. 5	546, 849	14, 136	216, 776	433, 065	16 00	10 00	163
100	12, 000, 000	192, 000	6. 5	73, 739	22, 482	23, 602	68, 470	11 94	5 67	164
....	23, 320, 994	350, 000	3	124, 420	3, 500	51, 529	119, 403	10 30	4 10	165
850	10, 900, 000	180, 000	20	67, 363	....	29, 399	61, 126	14 16	6 07	166
....	3, 000, 000	50, 000	8	20, 491	214	5, 372	15, 061	6 44	2 18	167
300	6, 200, 000	108, 800	15	41, 081	5, 518	14, 488	36, 264	13 94	4 77	168
300	*b*2, 329, 019	84, 000	15	27, 576	937	*c*18, 400	26, 808	14 90	6 80	169
200	12, 000, 000	122, 300	5. 5	39, 169	....	23, 204	....	9 05	2 78	170
400	8, 000, 000	125, 000	3. 5	28, 181	....	17, 323	28, 074	....	....	171
1, 010	29, 266, 600	205, 006	1. 4	64, 482	21, 014	29, 365	62, 381	22 03	7 25	172
....	....	....	......	....	119, 530	180, 124	....	....	....	173
....	*b*10, 000, 000	....	......	11, 542	....	*c*11, 342	....	8 44	....	174
644	*b*11, 497, 562	143, 000	1. 25	21, 062	819	14, 069	25, 424	....	5 30	175
225	*b*4, 500, 000	16, 634	2. 5	12, 304	881	10, 619	15, 884	12 27	2 55	176
300	6, 000, 000	21, 600	2	12, 957	257	*c*10, 091	12, 367	15 57	1 13	177
2, 000	25, 000, 000	139, 050	1	51, 164	540	42, 696	61, 014	17 37	7 46	178
500	13, 306, 200	168, 000	4. 5	60, 673	0	47, 710	60, 673	17 01	3 23	179
350	*b*7, 164, 172	19, 711	1. 25	12, 562	1, 050	8, 000	12, 643	7 96	82	180
....	6, 000, 000	87, 775	5	20, 001	216	15, 056	19, 042	....	....	181
350	4, 000, 000	18, 000	4	9, 998	75	7, 411	9, 706	....	....	182
650	4, 000, 000	49, 450	2. 8	13, 542	2, 750	7, 845	13, 595	9 96	2 31	183
....	*b*7, 202, 180	38, 300	1. 24	15, 476	20	12, 213	15, 430	16 72	3 17	184
740	*b*13, 458, 421	58, 000	8. 03	19, 856	....	14, 480	17, 658	13 89	2 37	185
....	3, 144, 871	10, 000	2	11, 189	....	6, 200	8, 683	14 19	3 93	186
4, 350	39, 187, 097	245, 247	......	80, 788	5, 591	49, 030	80, 788	13 65	2 34	187
2, 000	14, 742, 515	236, 680	4	73, 321	....	38, 739	67, 844	12 28	3 36	188
500	*b*3, 285, 444	129, 300	7	34, 198	3, 965	19, 850	30, 523	....	....	189
450	6, 000, 000	175, 000	4	24, 445	7, 958	12, 690	24, 445	10 00	2 43	190
800	....	58, 637	......	39, 011	11, 541	17, 148	34, 732	....	....	191
500	....	*121, 000	4	**g*26, 672	*250	*15, 105	*28, 713	....	....	192
480	10, 000, 000	74, 500	6. 3	29, 885	1, 070	18, 373	23, 397	11 80	2 60	193
6, 760	87, 200, 779	826, 052	......	333, 766	3, 351	148, 864	*i*333, 766	15 26	6 49	194 195
296, 127	6, 292, 944, 187	76, 315, 950	......	24,471,481	2, 118, 704	13,151,120	22,589,491	....	....	

c Includes fuel.

f Includes pay of janitors.

g Receipts as reported were $33,184; but the items given amount to $26,672 only.

h These statistics are for white schools only.

i Includes $107,274 for colored schools.

TABLE II.—*Average expenses per capita of daily average attendance in city public schools.*

Cities.	For instruction and supervision.	For incidental expenses.	Cities.	For instruction and supervision.	For incidental expenses.
Newton, Mass	$26 37	$7 63	Rochester, N. Y	$14 93	$6 75
Boston, Mass	25 94	10 21	Wilkes-Barre (3d district), Pa	14 90	6 80
San Francisco, Cal	24 00	4 80	Adrian, Mich	14 79	2 14
Buffalo, N. Y	23 40	....	Covington, Ky	14 70	2 28
Denver, Colo	22 49	6 11	Trenton, N. J	14 68	3 00
Newport, R. I	22 03	7 25	New London, Conn	14 64	....
Salem, Mass	21 38	6 29	St. Paul, Minn	14 55	1 24
Cambridge, Mass	20 95	4 86	New Bedford, Mass	14 50	4 50
Dayton, Ohio	20 91	4 24	Springfield, Ohio	14 45	5 23
New York, N. Y	20 81	7 63	Newburyport, Mass	14 40	2 41
San José, Cal	20 39	9 81	Portland, Me	14 31	2 62
Minneapolis, Minn	20 08	6 60	Taunton, Mass	14 25	3 95
Haverhill, Mass	19 89	5 40	Portsmouth, Va	14 19	3 93
Fall River, Mass	19 84	4 77	Ithaca, N. Y	14 17	4 01
Omaha, Nebr	19 15	4 96	Scranton (4th district), Pa	14 16	6 07
Council Bluffs, Iowa	18 45	6 37	Canton, Ohio	14 15	....
New Haven, Conn	18 41	5 84	Cohoes, N. Y	14 09	8 68
Zanesville, Ohio	18 06	4 13	Sandusky, Ohio	14 04	4 27
Saratoga Springs, N. Y	17 81	3 89	Portsmouth, Ohio	14 01	2 56
Orange, N. J	17 77	4 07	Troy, N. Y	13 94	5 67
Davenport, Iowa	17 65	3 65	Titusville, Pa	13 94	4 77
Memphis, Tenn	17 37	7 46	Norristown, Pa	13 92	3 41
Worcester, Mass	17 25	3 97	Elmira, N. Y	13 89	3 98
Columbus, Ohio	17 24	4 84	Norfolk, Va	13 89	2 37
Burlington, Iowa	17 06	5 93	Rock Island, Ill	13 77	3 60
Nashville, Tenn	17 01	3 23	Springfield, Ill	13 73	3 64
Fort Wayne, Ind	16 98	4 14	Utica, N. Y	13 70	2 37
Springfield, Mass	16 84	3 82	Chester, Pa	13 67	7 07
Lynchburg, Va	16 72	3 17	Richmond, Va	13 65	2 34
Cleveland, Ohio	16 63	4 66	Saginaw, Mich	13 62	4 64
Louisville, Ky	16 46	6 32	Vicksburg, Miss	13 51	2 70
Terre Haute, Ind	16 39	3 49	New Orleans, La	13 50	3 00
Manchester, N. H	16 30	4 19	Norwalk, Conn	13 50	2 25
Kansas City, Mo	16 12	4 33	Ann Arbor, Mich	13 46	3 64
Toledo, Ohio	16 12	4 25	Long Island City, N. Y	13 45	5 73
Pittsburgh, Pa	16 00	10 00	St. Joseph, Mo	13 43	3 93
Newark, N. J	16 00	4 23	Auburn, N. Y	13 36	3 15
Chillicothe, Ohio	16 00	88	Nashua, N. H	13 22	5 12
Des Moines (west side), Iowa	15 96	8 00	Holyoke, Mass	13 21	3 13
Lynn, Mass	15 91	4 92	Weymouth, Mass	13 16	3 68
Harrisburg, Pa	15 77	4 79	Elizabeth, N. J	13 10	4 97
Knoxville, Tenn	15 57	1 13	Decatur, Ill	13 10	3 31
Kingston, N. Y	15 49	3 63	Logansport, Ind	13 04	3 46
Little Rock, Ark	15 33	3 40	Belleville, Ill	13 02	2 22
Georgetown, D. C }	15 26	6 49	Allegheny, Pa	13 00	3 14
Washington, D. C }			Savannah, Ga	13 00	....
Watertown, N. Y	15 13	6 11	Newburgh, N. Y	12 98	4 75
Hamilton, Ohio	15 10	4 95	Atlanta, Ga	12 78	2 02
Fitchburg, Mass	15 07	3 74	Erie, Pa	12 73	5 22

TABLE II.—*Average expenses per capita of daily average attendance, &c.*—Continued.

Cities.	For instruction and supervision.	For incidental expenses.	Cities.	For instruction and supervision.	For incidental expenses.
Lockport, N. Y	$12 57	$3 05	Bay City, Mich	$11 20	$3 37
Akron, Ohio	12 56	2 96	East Saginaw, Mich	11 07	5 41
Paducah, Ky	12 51	2 38	Joliet, Ill	10 88	2 80
Macon, Ga	12 51	1 26	Schenectady, N. Y	10 62	4 13
Binghamton, N. Y	12 35	2 40	Marlboro', Mass	10 39	2 61
Leavenworth, Kans	12 29	3 00	Reading, Pa	10 30	4 10
Wheeling, W. Va	12 28	3 36	Galesburg, Ill	10 18	3 41
Chattanooga, Tenn	12 27	2 55	Alton, Ill	10 10	2 60
New Brunswick, N. J	12 25	2 81	Janesville, Wis	10 00	2 43
Rome, N. Y	12 22	2 27	Alexandria, Va	9 96	2 31
Camden, N. J	12 16	5 07	Columbus, Ga	9 62	2 21
Chicago, Ill	12 13	4 05	Newport, Ky	9 40	......
Lawrence, Kans	12 09	5 65	New Castle, Pa	9 33	4 74
New Britain, Conn	12 00	3 50	Williamsport, Pa	9 05	2 78
Oswego, N. Y	11 98	4 49	Warwick, R. I	8 44	......
Pottsville, Pa	11 94	5 67	Hannibal, Mo	8 21	2 74
Peoria, Ill	11 92	3 61	Houston, Tex	7 96	82
Racine, Wis	11 80	2 60	Altoona, Pa	7 57	2 68
Paterson, N. J	11 74	4 04	Danville, Pa	6 51	2 01
Mansfield, Ohio	11 65	3 10	Shenandoah, Pa	6 44	2 18
Poughkeepsie, N. Y	11 62	4 49	Carbondale, Pa	5 79	1 23
Bloomington, Ill	11 57	3 97	Adams, Mass	(15 34)	
Syracuse, N. Y	11 38	3 20	Bangor, Me	11 88	
Lewiston, Me	11 26	5 46	Woonsocket, R. I	....	5 30
Steubenville, Ohio	11 24	2 68			

The following extracts are from Dr. John D. Philbrick's interesting report of the Boston public schools for the present year:

How much is done in city schools? Upon this point Dr. Philbrick says, substantially: The essential statistical items to be considered are, first, the proportion of schoolable children educated, and, second, the proportion of the pupils found in different grades. The following table exhibits those data for St. Louis and Boston:

	St. Louis.	Boston.
Population (estimated)	450, 000	350, 000
Pupils belonging	25, 896	46, 925
Percentage in lowest year	38. 90	17. 60
Percentage in lowest three years	67. 94	42. 37
Percentage in the highest year	2. 36	3. 13
Percentage in high schools	3. 24	4. 49

Boston supports 26 special schools, namely, 1 Kindergarten, 2 schools for licensed minors, 1 for deaf-mutes, 16 elementary evening schools, 1 evening high school, and 5 evening drawing schools. The whole number of pupils belonging to these schools was 3,897, and the average attendance 1,918. The whole number of teachers employed was

177, and their salaries amounted to $47,053.07, against 101 teachers receiving salaries amounting to $26,526.34 in 1872.

The evening high school is one of the most valuable and interesting institutions. The average number belonging for the six months ending April, 1877, was 950; the average attendance for the time was 352, of which number 242 were males and 110 females. The number of teachers, including principal, was 11, giving an average of 32 scholars to a teacher, exclusive of the principal. The course of study, comprising both technical and liberal branches, is not subject to such limitations as are applied to the day schools, but new branches are added to the curriculum whenever they are desired by a sufficient number of pupils to justify the formation of a new class.

The several evening elementary schools which were in operation from October, 1876, to April, 1877, registered 5,175 pupils. The average number belonging was 2,142, and the average attendance 1,205, of whom there were males 851, females 354. The number of teachers, including principal, was 139, giving an average of 9.8 pupils to each teacher, exclusive of the principal.

In the evening drawing schools 1,244 pupils were registered; the average number belonging was 635, and the average attendance 279, viz, males 235, females 44. The instruction was given by 13 teachers. The average number of pupils to each teacher, exclusive of the principal, was 23.

Special schools form an important feature of many city reports. Other cities of Massachusetts follow the example of the capital. Thus, Worcester reports 1 evening school for boys, 1 for girls, 4 for both sexes, and 5 free evening drawing schools, also for both sexes. Philadelphia maintained 51 night schools for 1877, in which were registered 14,672 pupils of both sexes. The unusually large attendance of mechanics in these schools indicates their practical importance. Pittsburgh reports 65 evening schools under the conduct of 27 male and 48 female teachers. The total number of pupils registered in these was 4,267 and the average attendance 1,860, of whom 1,560 were boys and 300 girls. The teachers' salaries amounted to $7,598.95, or a cost per pupil per term of 65 nights, reckoned on average attendance, of $4.08. In addition to these literary schools there were 65 industrial evening schools, employing 4 male and 1 female teacher. To these 188 pupils were admitted and the total average attendance was: boys, 103; girls, 3. The amount of teachers' salaries was $600, or a cost per pupil per term of 65 nights, on average attendance, of $5.65. The pupils in these schools are mostly young men who are engaged during the day in the shops and foundries of the city, and such is the interest that not a single case of misconduct has been reported in any one of the several schools in operation during the last three years. Baltimore has 7 evening schools for white and 4 for colored pupils. The Baltimore City College crowns the public advantages secured to boys. Cincinnati reports 15 night schools, 4 of which are for colored pupils. In these were enrolled 3,631 pupils, an increase of 14.2 per cent. on the average yearly enrolment from 1869 to 1877. In the night high school were registered 703 males and 103 females. The average age of pupils in the night schools for whites was 16 years; of those in the schools for colored pupils, nearly 25 years. Book-keeping and drawing receive special attention in the night high school course.

Respecting the importance of studying other school systems as well as our own, Dr. Philbrick justly observes:

> Among the means of educational improvement and progress nothing is so useful as the study of other schools and systems. It is only by comparison that we arrive at a true estimate of the character of a school system. In times past we have suffered from this fault. If we would unlearn old prejudices and learn new excellences we must go beyond the smoke of our own chimneys.

In pursuance of this principle, Dr. Philbrick obtained permission to visit schools in other cities, and brought back for the benefit of his own city the results of his careful examination.

The opposite systems of organization which have prevailed in the school boards of our country are fully described in his valuable report. On this subject Dr. Philbrick writes:

The system of education in each city visited is under the control of a board of education, of which the number of members is not at all proportioned to the population of the city to which it belongs. The Cincinnati board is the largest in proportion to its population, and the New York board the smallest. Pittsburgh, with a population of about one-ninth of that of New York, has a board more than 50 per cent. larger; Louisville, with a population less than a third of that of St. Louis, has a board of equal size. The boards differ, not only in the proportion of members, but also in respect to mode of election and tenure of office. Thus, in Cincinnati, Louisville, and St. Louis they are elected by the people in the several wards, to serve for two years, one-half going out of office each year. In New York the members are appointed by the mayor, without regard to ward representation, to hold office for three years, one-third going out each year; and at Pittsburgh the term of office is the same, but the members are elected, one for each subdistrict or ward, by its board of school directors, which is itself chosen by the people.

The organization of the school boards in western cities presents two types, of which the St. Louis and Cincinnati boards are the most characteristic examples. The St. Louis board has only twelve standing committees, of which only three have direct reference to matters relating to instruction and discipline, the other nine being business committees. The Cincinnati board of education, on the other hand, has twenty-five standing committees. In addition to this formidable array of standing committees, there are thirty-four subcommittees on districts and schools. Nor does this complete the list. The union board, composed in part of members of the board of education, which has charge of the high schools, employs no less than fifteen committees, so that the management of the whole system of schools is shared by seventy-four committees. The St. Louis type may be designated the type of simplicity and centralization; the Cincinnati, the type of complexity and decentralization.

HYGIENE IN THE PUBLIC SCHOOLS.

The report of the State Board of Health of Massachusetts for 1877 (pp. 229–251) contains a paper on the "Sanitation of public schools in Massachusetts," by Dr. D. F. Lincoln, of Boston, "based on returns from nearly all the school buildings in Boston, the total actually in use being 159, with an attendance of 46,418; also from schools not in Boston, estimated to number 400, with 40,000 children, or about one-sixth of the corresponding school population." The results of the inquiries are summarized as follows: "The drainage of country school sites is reported as bad in one-seventh of the cases; in Boston, in a few." Complaints are made of "dampness of walls or floors; stagnant water in neighborhood; house originally set too low for drainage; entire absence of sunlight in a room." "The ventilation is very generally said to be poor." Complaints are made of "misdirection of funds by which exterior ornament is added, to the neglect of essential portions of the ventilating apparatus." "Bad location of ventilators in the room; coldness of floor, with undue heat of upper air; inattention to the state of the atmosphere on the part of teachers, and sudden opening of windows in cold weather." "A cellar or basement is absent in a number of country schools." Complaints concerning closets, both in and out of doors, are almost universal. Offensive odors are usually complained of; a very few aggravated cases are given. The Boston city board of health, in 1876, said, concerning this evil: "The odors escaping * * * pervade the school rooms, causing nausea, compelling the teachers to close the doors and windows to exclude the disgusting scent, which even then penetrates the rooms, especially when the atmosphere is warm and muggy and the scholars are most in need of pure air from without." The diseases mentioned as resulting from this are "catarrhs, dyspepsia, debility, diarrhœa, dysentery, and zymotic disease." "The amount of simple ordinary debility due to a slowly acting cause is often very hard to estimate. * * * That such debility may be produced by * * * living in an air containing fecal odors simply is certain; and from this debility up to the production of headaches, with slight fever, or of violent, even rapidly fatal, cases of typhoid, there are all possible gradations. * * * The connection of diphtheria, scarlatina, dysentery, and diarrhœa with foul odors and bad drains is now admitted to be a fact, though not always a traceable one."

In the report of the State Board of Health of Wisconsin for 1876 (pp. 38–43) we find the following on ventilation:

> Systems of schooling do not fall within our province; but the construction of edifices in which the business of training shall be carried on is of paramount importance, upon the evidence before us, when we contemplate the physical wrecks which have resulted from the continual stress on muscle and nerve involved in our efforts to extend the blessing of intellectual culture to the rising generation. * * * Proper ventilation is impossible unless our buildings are so constructed as to permit of the best processes being carried out in their integrity. * * * It is, indeed, too true that in many buildings, private as well as public, upon which large sums have been expended, a difference of from 12° to 15° may be found between the heat of the room at 6 feet from the floor and that of the floor itself. Not long since a teacher said, when speaking of a very costly structure, that the children taught therein must stand upon their heads if their feet were to be kept warm and their brains cool during tuition. * * * Reference has been made to the necessity for additional floor room in school buildings. * * * Many persons suppose that if the requisite space in cubic feet is given for each individual, it matters not whether it is supplied in height or in breadth. No error could be more pernicious. The breathing room of the individual must be comparatively near to his own level, and unless it is sufficient to protect him from breathing the impurities emitted from his own and the neighboring lungs and bodies, he cannot fail to be poisoned in a greater or less degree by the noxious effluvia which every animal emits. * * * The most moderate space assumed to be compatible with the maintenance of health is 25 feet of floor space and 300 cubic feet of air space, with the proper ventilation, for each pupil. * * * When that provision has been supplied, the stigma will be removed from our school system, that it causes three-fourths of all the cases of lung disease known to prevail among children.

The same article says:

> Our school system, which is oppressive to both sexes, is specially injurious to girls at the age when they are approaching womanhood. * * * It is a fact within the knowledge of every expert, that our school buildings appear to have been constructed with the express design to superadd physical exhaustion to the other destructive forces that threaten the lives of the future mothers of America.

The report of the same board for 1877 (pp. 42, 43) gives the results of some analyses made by Professor Daniells, of the State university, of the air in some of the school buildings in Madison. In one, "in 10,000 volumes of air he found carbon dioxide to the extent of 7.7; * * * in the high school room, * * * in 10,000 volumes of air, 8.74 of carbon dioxide; in the same building, room of second grade, 10,000 volumes of air contained 11.9 of carbon dioxide; * * * and the worst result of all, in the fifth ward school, in the primary room, at 3 p. m., on the 22d of March, there being 54 pupils present, one-fifth less than the whole number in the grade, 10,000 volumes of air exhibited 25.6 of carbonic dioxide, or five times the maximum quantity which, under natural conditions, may be found in the atmosphere and respired without danger. The ill effects which must have resulted, and which doubtless are continuing to result, to the constitutions of the children from breathing carbonic acid, carbonic oxide, mephitic gases and exhalations, and dead decomposing animal matter, in air largely deficient in oxygen, the life sustaining property, cannot be described in any adequate degree; but the imagination of the discreet reader will not fail to suggest that the largest benefit to be hoped from school training at that age could not offset the terrible evils which such an atmosphere must entail."

The report of the State Board of Health of Louisiana for 1877 (pp. 72, 73) presents the following statement from one of the sanitary inspectors of New Orleans:

> I must earnestly direct attention to the fact that in many of the school rooms the children are horribly overcrowded. To appreciate the extent of this outrageous treatment of little children, consider by contrast a properly constructed building, such as the McDonogh School, which allows for each pupil 23.02 feet of superficial space and 345.30 feet cubic space, and some of these marked "bad," which allow to each child 6.86 superficial feet and 75.43 cubic feet space, and others which give but 4.77 superficial and 51.79 cubic feet of space, while others finally allow only 3.81 of superficial and 30.48 cubic feet to each person. It is impossible to describe the manner in which these poor children are not only crowded, but packed, the ceilings and the openings inadequate to afford such ventilation and light as are indispensable to health and comfort. * * * When cold or wet necessitates the closing of doors and windows, the atmos-

phere is quickly converted into such an intolerable stench as to force a compromise with the weather, and these have to be opened partly; when this is done, the children are subjected to irregular currents of cold damp air, a most fruitful source of illness. A heated stove in such a room only adds a powerful source of vitiation.

The president of the State Board of Health of Maryland, in his report for 1876 and 1877 (pp. xxv, xxvi), considers the hygienic condition of schools, especially as affecting the eyesight of the pupils. He says:

> That eye diseases are alarmingly on the increase, especially in large cities, is a lamentable fact, which should force itself upon the attention of the sanitary and educational authorities of the State. Many of the eye troubles, especially near-sightedness, unquestionably originate during school life, and ever afterwards render the eyes of the sufferers more liable to take on destructive diseases. Defective ventilation, imperfect lighting, badly arranged desks, crowded school rooms, and over zeal on the part of the teachers in forcing the brain at the expense of other organs are some of the preventable causes of eye diseases among our school going population. Near-sightedness, when thus acquired, not only annoys the individual sufferer for the rest of life, but may be transmitted to the next generation by "hereditary taint," so that our improved civilization, under educational pressure, will in time ingraft bad eyes upon our whole people. * * * The paramount importance of strong eyesight, especially to that class of our fellow citizens who, from the inexorable logic of necessity, must either educate their children in the public schools or permit them to grow up in absolute ignorance, is beyond all question; and hence it behooves the authorities, both State and municipal, not to distribute with the incalculable blessings of education an evil of so serious a nature as defective vision.

Prof. J. J. Chisolm is now engaged in making a scientific examination into the sanitary condition of the eyesight of the pupils in the public schools of Baltimore, and will make a full report for the next biennial publication of the State Board of Health.

Hon. James H. Smart, State superintendent of public instruction for Indiana, devotes several pages of his report for 1876 (pp. 96–102) to the consideration of the subject of school hygiene, remarking emphatically:

> It is utterly impossible to teach a successful school in a poorly warmed and ill ventilated house. Pure air is necessary to the proper application of the mind on the part of the pupils. Listlessness, peevishness, idleness, and mischief as frequently result from impure air as from a bad disposition. Foul air irritates the body and stupefies the mind certainly and quickly. A ventilating apparatus constructed in a country school-house would pay for itself in less than a week in the increased efficiency of the school. * * * A great deal of sickness among children may be traced directly to badly warmed and ventilated school-houses. I believe also that the foundations of permanent diseases which sometimes manifest themselves in after life are not infrequently laid in the same places.

After recommending certain methods of heating, ventilating, and lighting, he says:

> It is my duty to call the attention of school officers to the evils here spoken of; it is their duty to apply the remedy. If they do not, I think it would be the duty of the Legislature to require them by statutory provision to do so.

A committee appointed by the Medico-Legal Society to confer with the school authorities of New York City, "with a view to such legislation as may promote the health of school children," addressed to the president of the board of education of that city a letter, from which the following are extracts:[1]

> At the outset of our inquiries, our attention has been arrested by a report of the committee on by-laws, &c., of the board of education, under date of March 15, 1876, not yet adopted and recommending a continuance or at best only slight modifications of conditions which we are convinced are utterly inconsistent with due care for the preservation of the health of the children in the public schools. * * * We first notice the conclusion of your committee in regard to the amount of air space required. * * * "In fixing the sitting capacity of rooms, the following shall be a minimum allowance of floor surface and air space per pupil: In the three lower grades of primary schools and departments, five square feet and seventy cubic feet; in the three higher grades, six square feet and eighty cubic feet; in the four lower grades of grammar schools, seven square feet and ninety cubic feet; in the four higher grades, nine square feet and one hundred cubic feet." * * * Such a capacity of school room space, though confessedly greater than that which now is and hitherto has been

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[1] The Sanitarian, vol. iv, 1876, pp. 210–213, 506.

allowed thousands of children in the public schools of New York, is not, so far as we have been able to learn, consistent with physiological law or with the opinions upon this subject of those whose scientific judgment is entitled to deference and respect. * * * In regard to the deleterious effects of an excess of carbonic acid alone in the air we breathe, there is no difference of opinion among competent authorities. All agree that when it reaches the proportion of 1 volume per 1,000, it is dangerous to health; if not immediately, none the less certainly in its cumulative effects. It creates a general indisposition of both body and mind, stunts bodily and mental development, and particularly predisposes to scrofula and consumption; and its excess in crowded apartments is usually an index of the presence of other deleterious agents due to the same cause.

But, besides these, there are still other gases frightfully abundant in the school-houses of New York, due to the emanations from latrines and privies. For example: Primary School No. 1, on Ludlow street, one of the *newest* and best arranged and appointed, besides being overcrowded and unventilated, is tainted throughout the halls, and at times by way of the fanlights over the doors in the class rooms, with the odors arising from the latrines in the basement, which are emptied only "once or twice a week." The seating capacity of this building is given as 1,700; actual register, 1,440; attendance 1,329; square feet in 12 rooms, 3,264; cubic feet in the several class rooms varying from 33 to 41 for each child! * * * That the children in our public schools should be exposed to poisons generated by means of these foul and disgusting latrines, only to economize the water needed to keep well constructed water-closets in order, is simply inhuman and ought to be at once amended.

The habit of wetting coal in bulk in the cellars, which is sometimes practiced, causes it to emit poisonous gases deleterious to health, and it should be forbidden.

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Lofty ceilings are regarded by some as a principal means of insuring a sufficient measure in cubic feet for each person. Unless ventilation is secured for the upper portion of a room, a lofty ceiling only makes that portion of space above the tops of the windows a receptacle for foul air, which accumulates and remains to vitiate the stratum below.

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In fixing the "sitting capacity," it should be borne in mind that the smaller the allowance the greater the necessity for the constant admission and change of air. * * * If the cubic space be small, the means for change of air must be large in the inverse ratio. Thus, with a space of 100 cubic feet, in order to maintain the air at a healthy standard it must be changed thirty times an hour, which is not practicable without exposing the inmates of the room to dangerous currents. * * * Every individual actually poisons fifteen cubic feet of air every hour. To prevent this, thirty cubic feet, at the least, should be provided hourly, which proportion, for five hours' daily school session, requires 150 cubic feet as the smallest space compatible with efficient ventilation without dangerous exposure to draughts.

The same committee, in a subsequent report, dwells upon the injustice of enforcing the compulsory law while the school buildings are in their present condition:

School-houses where young children are herded and forced to sit for hours in a vitiated atmosphere, in constrained positions, do not come up to the standard. It would be cruelty to animals, not to speak of tender little ones, to add to this torture by increase of numbers without increased accommodation. The idea of compulsory attendance under these circumstances is preposterous, and at variance with all wise and beneficent law and the common rights of humanity.

At a meeting of the New York Medico-Legal Society, January 3, 1877,[1] where the subject of school hygiene was under discussion, Dr. Agnew said:

There is a school in one of the most densely populated sections of the city of New York, in the tenth ward, where there are on an average about 1,600 children in the primary department, where rooms are so dark that the blackboard exercises could not be distinguished by the eye, and the gallery classes so crowded that there is scarcely room to move. * * * It would be accounted cruelty to animals to keep them under such unsanitary conditions; how much more is it cruelty to children to keep them there for any length of time.

At another meeting of this society, February 7, 1877, Dr. O'Sullivan stated:[2]

It is but a day or so since I entered one of the new school-houses of this city [New York]. * * * I entered the primary class room on the ground floor, and found there sixty-nine little ones with their teacher. There was a small window facing a side wall not more than two feet distant. * * Through this small window they received all the light they had, and it was admitted so as to strike their books immediately over the right shoulder. When the door was opened it led immediately into the playground, and the watercloset was in close proximity to it, so that the effluvium could not help but enter with all *its* freshness into the school room. * * * This was all the ventilation and light provided. I went into the upper rooms of the primary department, and there I found the teachers in one of the middle rooms, and the children seated as close as they could be packed, and I was informed by the principal that the gloom was so great on a dark day that the little ones could not see the figures on the blackboard. * * * Yet this is one of the recently-erected school edifices, "erected at great expense," because of the "modern improvements," by the great city of New York. * * * I went up into the top or highest floor, the male department, * * * and there I found, with but one exception, that the benches were placed in a position where the light entered in a manner not according to the laws of hygiene—and there was a defect in the sight of the children. And to add to the insalubrious state of affairs, the waterclosets used by the teachers were placed in close proximity to the class room, and communicated with it by an open window! And I have been informed * * * that there is a new school-house on the west side * * * in which there is the same arrangement throughout.[1]

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[1] The Sanitarian, March, 1877, pp. 124, 125.

[2] Ibid., May, 1877, pp. 209, 210.

The report of the Board of Health of the City of Boston for 1875 (pp. 43–51 and 76, 79, and 80) contains the results of the inspection of 111 schools in 10 school-houses of that city, "representing, so far as possible, every variety of distinguishing quality:"

The time chosen in each instance was the last hour of the morning or of the afternoon session, when the room had been occupied at least an hour, and when the air would probably be found at its worst. A specimen of the air was obtained from the middle of the room, the jar being filled at the level of the scholars' heads. At the same time, the temperature of the room was taken at the floor level and at the level of the pupils' heads. Finally the condition of the window sashes and of the ventilating registers, whether open or shut, was noted; and a note was also taken of the state of the atmosphere to the sense of smell, with the number of desks in the room and the number of children present. * * * Parkes, the eminent English authority on hygiene, * * * has found that the organic products of respiration begin to be manifest when the carbonic acid in the air of an inhabited room reaches the proportion of .6 per 1,000. * * * Pettenkofer, who is at the head of German sanitarians, makes the limit of purity .7 of carbonic acid in a thousand volumes of air, beyond which an unwholesome degree of vitiation begins.

The smallest amount of carbonic acid found in any of the 111 rooms examined was .57, the greatest 3, and the average of all the rooms was 1.18. Concerning the temperature of the rooms, it is said:

Some notion of the probable effect upon health of a continued exposure to a superheated atmosphere which is at the same time vitiated by respiration may be obtained by entering almost any of our school rooms at the latter part of a half day's session in midwinter. To a sensitive person leaving the outer air and coming at once into such a room, the impression is one not easily forgotten. The blast of hot foul air is sickening. The marvel is that children do not more frequently succumb to the inevitably depressing influence of such unwholesome conditions. * * * It may be set down as a safe standard rule that the temperature of school rooms should range between 65° and 68° Fahrenheit (18.5° and 20° centigrade). It need hardly be stated here that the ordinary temperature of school rooms is above 68°, and that a point in excess of 70° is very commonly found. * * * If anything is worse than an excessive degree of artificial heat, it is the quick transition to the opposite extreme. It is a frequent thing in school room experience that the teacher, becoming suddenly aware that the air is too warm for comfort, directs that the window sashes be opened at the top to effect a speedy relief. The consequence is that the inevitable wave of cold outside air sweeps over the uncovered heads of the children, and a fresh accession of cases

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[1] In the New York Times of May 29, 1878, we find the following: "At the meeting of the board of health yesterday a report was presented by Dr. Janes and Sanitary Engineer Nealis in relation to the condition of grammar school No. 48, in West Twenty-eighth street, between Sixth and Seventh avenues. The report set forth that they found the gratings intended for supplying fresh air to the cellar tightly covered, preventing the circulation that should keep the air pure. In one of the class rooms there was a leakage of gas from a defective pipe, and it was stated that the leakage had existed since the last vacation. In another of the class rooms on the third floor, used for instruction in writing, the light is inadequate, and its continued use for that purpose will tend to seriously impair the sight of the pupils. The ventilating shafts from the sinks in the yard terminate at the windows of the class rooms on the second floor, and discharge foul and deleterious odors into the class rooms when the windows are open. A copy of the report was ordered to be sent to the board of education."

> of bronchitis or of more serious pulmonary affections is the result. An instance of this thing was observed in the inspection of the Chapman School. A room showed at the desk level a temperature of 77°; three-quarters of an hour later the same room was revisited, when the thermometer indicated 61.7°, a fall of 15.3°! Between the two visits the teacher had "aired" the room to some purpose; the air was pure enough, surely, and the coughing and sneezing of the children gave warning that it was cold enough also. If such a sudden change should occur in the outer atmosphere it would be considered a fruitful cause of increased sickness in the community.
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> The universal testimony of the teachers in the course of the investigation was to the effect that they could not rely on the special means provided for the ventilation of their rooms. * * * The system of flues and shafts as at present disposed in school-house construction must be supplemented by opened doors and windows.

This report, in conclusion, says:

> It is sometimes said that the matter of school-house ventilation is discussed and agitated more than its real importance warrants. * * * The need is not of less but of more agitation, not in the direction of impracticable sanitary speculations, but to promote the realization of feasible, indisputable sanitary principles.

In 1876, the health department of Cincinnati[1] ordered a chemical examination to be made of the air in some of the public schools in that city and the results are embodied in their report for that year. A table is given showing "the number of volumes of carbonic acid in 100,000 volumes of the air of several rooms in each of the twenty-six schools examined." Concerning this table, Professor Hough, who made the examination, says: "The foregoing figures indicate most conclusively that in a large majority of cases the ventilation of our school-rooms is injuriously defective. A very large majority of the pupils of our public schools are breathing, for several hours each day, an atmosphere containing more than one-tenth per cent. of carbonic acid. In many cases the degree of vitiation reaches nearly if not quite double that amount." Measurements were made of 265 rooms with a view of ascertaining the amount of air space allowed to each pupil. Professor Hough estimates "from 200 to 300 cubic feet as the *smallest* allowable air space for each pupil under the present methods of ventilation." Of the 265 rooms measured it was found that "only 29 afford 300 cubic feet or more per pupil; 236 afford less than 300 cubic feet per pupil; 166 afford less than 200 cubic feet per pupil; 22 afford less than 108.5 cubic feet per pupil; and 14 afford less than 100 cubic feet per pupil." Of these 14, several gave less than 90 cubic feet per pupil, and one only 56.7. "The relation of these magnitudes to the necessary conditions of respiration is fearful." Attention is also called to the imperfect lighting of many of the rooms as calculated to permanently injure the eyesight of the pupils.

The report of the public schools of the District of Columbia for 1876-'77 (pp. 11, 12) contains the results of an inspection by the health officer of the District of some of the public school buildings of the city of Washington, concerning which he says:

> The whole story of the condition of the rooms inspected may be epitomized in a very few words, viz: Altogether insufficient air space; practically no ventilation, except by windows; unequal distribution of heat; coal gases from sheet iron and cast iron stoves, and generally unsuitable character of the buildings. * * * The average air space to each occupant of the rooms inspected is approximately 170 cubic feet, the air displaced by the bodies, desks, &c., not deducted (twenty of the buildings averaging much below those figures, three being below 100 cubic feet), and had the average of the *rooms* been taken, it would quite likely have been found to be, in some instances, even below that of the lowest building. With no other than the exhalations of the occupants, therefore, to vitiate the air, taking the above average, viz, 170 cubic feet, the whole atmospheric contents of the rooms should be changed every sixteen and a half minutes. * * * In the absence of definite analysis, we may estimate approximately that, by the window and door method, the relative quantity of the deadly poisonous property, carbonic acid gas, constantly present in most of these rooms when occupied, is not less than from eight hundredths to fifteen hundredths per cent. * * * An admixture of 1 per cent. in respired air is sufficient to produce death in a short time, and no person can safely remain any long time in an atmosphere having more than seven hundredths per cent. of this gas.

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[1] Report of the Board of Health of Cincinnati, 1876, pp. 148-159.

Dr. Edward R. Cogswell, in his report on the sanitary condition of Cambridge, Mass., p. 353, says of the school-houses of that city:

> In nearly all of them, however, improper hygienic conditions are found. In some, a prominent defect is in the method of warming; in others, the trouble arises from the location and condition of the privies and urinals; while adequate means of ventilation are wanting in nearly all. * * * It too often happens * * * that, owing to the frequent changes in the members of the city government, the experience gained by one board in the building of school-houses is lost to the city when the erection of others becomes necessary. The school committee, who have the exclusive charge of the schools, * * * have no authority in the matter of the construction of school-houses.

At the meeting of the New York Medico-Legal Society, February 7, 1877, a paper on "The influence of vitiated air on the eyes" was presented by Dr. Edward G. Loring, of Boston, in which he says:[1]

> I have no doubt in my own mind, and I believe it is universally admitted, that vitiated air has a direct irritating effect on all mucous membranes; and I feel convinced, from my own observation, that the mucous membrane of the eye is peculiarly susceptible to its influence. This is shown by the fact that repeated attacks of inflammation of the mucous membrane of the eye which have occurred in a vitiated atmosphere and which have resisted all curative means, are often cured at once and prevented from recurring when a wholesome supply of air is obtained, all other conditions remaining the same.
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> I have, then, no doubt in my own mind that bad air alone, acting as the primal cause, may set in train a series of morbid processes which may, and often do, affect not only the working capacity and integrity of the organ, but which may lead even to its total destruction.

At a meeting of this society January 3, 1877, the results were presented of an examination of the eyes of 1,440 school children in Cincinnati, New York, and Brooklyn:[2]

> In Cincinnati, in the district school, in 209 pupils examined, the rate of near-sightedness was 10 per cent. In the intermediate schools, in 210 pupils, 14 per cent. were near-sighted. In the normal and high schools, in 211 scholars, 16 per cent. were near-sighted. In the introductory class of the New York College, 29 per cent. were near-sighted; in the freshman class, 40 per cent.; in the sophomore class, 34.75 per cent.; in the junior class, 53 per cent. In the Polytechnic Institute in Brooklyn, 10 per cent. of the students in the academic department were found to be near-sighted; and in the collegiate department, of 158 students examined, 28.5 per cent. were near-sighted. There is a striking correspondence between these results and those obtained in Germany; both showing that near-sightedness increases in the advanced grades of the public schools.[3]

EDUCATION VS. POLICE.

The expenditure for police in our cities brought into comparison with the expenditure for education presents many interesting contrasts. It would naturally be thought that all the items necessary for such a comparison could be furnished from the records of every city annually; unfortunately this is not so.

It is universally admitted that education which develops aright the whole man must bear a close relation to the evils in human condition, and among them to crime. The most enthusiastic would hardly claim that education at its best could perfect human condition; they believe, however, in its power to modify and improve. From the present imperfect condition of records and statistics a fair mind can hardly reach a different conclusion; but a thorough investigator will scarcely be satisfied until the data before him shall include a fair statement of all the conditions involved in the statement. The police expenditure is but a single item in the cost of crime; there is also the destruction of life and property, with the evils arising from their constant peril, to which must be added the cost of courts, of jails, of penitentiaries, and all other expenditure on account of crime.

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[1] The Sanitarian, May, 1877, p. 204. [2] Ibid., pp. 122, 123. [3] Ibid., p. 120.

Comparison of municipal expenditures for police and education.

Cities.	Year.	Population.	Police expenditure.		Educational expenditure.	
			Total.	Per capita.	Total.	Per capita.
San Francisco, Cal	1876	272, 345	$233, 050	$0 85	$867, 107	$3 18
New Haven, Conn	1877	57, 136	76, 000	1 33	206, 436	3 61
Chicago, Ill	1876	425, 000	564, 398	1 32	829, 429	1 95
Louisville, Ky	1876	125, 000	168, 079	1 34	285, 302	2 28
New Orleans, La	1877	210, 000	325, 000	1 55	....	....
Baltimore, Md	1877	302, 839	599, 110	1 97	699, 514	2 30
Boston, Mass	1877	341, 919	833, 706	2 43	1, 816, 615	5 31
Detroit, Mich	1877	110, 000	135, 000	1 22	213, 214	1 93
St. Louis, Mo	1877	500, 000	464, 584	92	1, 007, 830	2 01
Jersey City, N. J	......	120, 000	....	....	....	....
Newark, N. J	1877	120, 000	155, 836	1 29	....	....
Albany, N. Y	1877	69, 422	117, 689	1 69	*a*129, 125	1 86
Brooklyn, N. Y	1877	396, 099	815, 491	2 06	....	....
Buffalo, N. Y	1877	143, 594	225, 000	1 56	....	....
New York, N. Y	1877	1, 200, 000	3, 292, 400	2 74	3, 316, 889	2 76
Cincinnati, Ohio	1877	267, 000	271, 627	1 01	673, 036	2 52
Cleveland, Ohio	1877	138, 044	163, 565	1 18	397, 782	2 88
Philadelphia, Pa	1876	750, 000	1, 437, 546	1 91	1, 991, 364	2 65
Providence, R. I	1877	100, 675	227, 687	2 26	202, 000	2 00
Charleston, S. C	1877	48, 956	97, 281	1 98	....	....
Memphis, Tenn	1877	40, 226	*b*49, 685	1 23	....	....
Washington, D. C	1877	106, 000	300, 000	2 83	333, 766	3 15

a Total, including expenditure for buildings, $226,666.
b The reduction of more than one-half since 1874 has been accomplished by cutting down salaries.

In Albany, out of 6,840 arrests, 1,250 were of persons between 10 and 20 years of age.

In Cleveland, out of 7,845 arrests, 59 were of children under 10 years of age, 419 from 10 to 15, and 935 from 15 to 20; a total of 1,413 under 20 years of age.

In Brooklyn, out of 26,857 arrests, 86 were of children under 8 years of age, 1,347 from 8 to 14, and 4,247 from 14 to 21; a total of 5,680 minors.

In St. Louis, out of 19,427 persons arrested, 2,344 were under 20 years of age.

In Boston, out of 26,683 arrests, 4,915 were of minors; that these were principally youth with no homes would seem to be indicated by the fact that 4,711 minors had applied for lodging at station houses.

In Cincinnati, out of 10,647 arrests, 1,696 were of persons between the ages of 10 and 20. Of the whole number arrested, 10,647, only 355 were found unable to read and write.

In Detroit, the whole number of arrests for the year was 4,657. Of these, 701 could neither read nor write, and 107 others could read only. The number of arrests under 20 years of age was 850. The superintendent of police says: "While there is abundant provision made for boys who commit offenses cognizable by the State statutes and institutions have been erected for their detention, schooling, and employment, there is only one for the reception of females, viz, the house of correction; and the courts have no other alternative but to send them thither. * * * Some better provision than that now existing should be made for them."

In Buffalo, in 1877, the whole number of arrests was 8,126. Of these, 89 were of children under 10 years of age, 543 from 10 to 15, and 1,221 from 15 to 20; making 1,853 arrests of persons under 20 years of age.

JANITORS' WAGES.

The following statement respecting the wages paid to janitors of school buildings in certain cities was prepared last year. It illustrates the sort of work often done by this Office in response to requests made by school officers. In this case the information was desired by General C. E. Hovey, one of the school trustees of the District of Columbia, and, having been found useful in many places, it is inserted here for the use of a larger constituency.

In the following replies, the number before each indicates the city to which the corresponding number is attached in the list below, viz:

1. Albany, N. Y.
2. Allegheny, Pa.
3. Baltimore, Md.
4. Chicago, Ill.
5. Cincinnati, Ohio.
6. Columbus, Ohio.
7. Covington, Ky.
8. Davenport, Iowa.
9. Denver, Colo.
10. Des Moines, Iowa.
11. Detroit, Mich.
12. Nashville, Tenn.
13. Newark, N. J.
14. New Haven, Conn.
15. New Orleans, La.
16. Omaha, Nebr.
17. Peoria, Ill.
18. Pittsburgh, Pa.
19. Providence, R. I.
20. Quincy, Ill.
21. Rochester, N. Y.
22. St. Louis, Mo.
23. San Francisco, Cal.
24. Springfield, Mass.
25. Utica, N. Y.
26. Washington, D. C.
27. Wilmington, Del.
28. Worcester, Mass.

Question 1.—What amount is paid per month or per annum for janitor's labor in the care of a single isolated school room heated by a stove?

Answers.—Nos. 1, 2, 5, 7, 12, 13, 20, 22, and 25 have no isolated school rooms. No. 3, pay regulated by number of classes in a room; for 3 classes or less, $8 per month; 4 classes, $9; 5 classes, $10, &c.; 50 cents per month for each fire. No. 4, $4 per week. No. 6, $8 per month, $80 per annum. No. 8, $100. No. 9, $5 per month (rented rooms). No. 10, $6 per month, when janitor does not live in the building. No. 11, $8.25 per month. No. 14, $50. No. 15, $15 per month. No. 16, $290 per annum. No. 17, $5 per month (10 months to the year). No. 18, $48 to $96; local committees fix salaries in their districts. No. 19, room of 50 scholars, 50 cents per week; larger rooms, 75 cents; and 50 cents for each fire. No. 21, $8 per month, $96 per annum. No. 23, $10 per month, $120 per annum. No. 24, $29 to $50 per annum. Nos. 26 and 27, $48 per annum. No. 28, $1 per week, October 1 to May 1; 50 cents, May 1 to October 1.

Question 2.—What amount is paid per month or per annum for janitor's labor in the care of two or more school rooms heated by stoves?

Answers.—No. 1, two rooms, $65 per annum. No. 2, school buildings contain ten to twenty rooms each, salaries average $500 to $1,000. No. 3, ten rooms, $17.50 per month in winter; in summer, deduction of 50 cents for each stove. No. 4, less than eight rooms, $5 to $6 per week each. No. 5, ten rooms, $1.40 per diem, and living rooms; twenty rooms, $2.05 per diem, and living rooms (furnish their own materials). No. 6, two rooms, $160 per annum; four rooms, $416; eight rooms, $624. No. 7, twelve rooms, $40 per month, $480 per annum. No. 8, five rooms, $300; eight rooms, $550; ten rooms, $600; twelve rooms, $650. Nos. 9 and 25, no rooms heated by stoves. No. 10, ten rooms, $40 per month, lodging, fuel, and light. No. 11, two rooms, $10.50 per month. No. 12, three rooms, $15 per month; five rooms, $25; six rooms, $30; eight rooms, $35; twenty-two rooms, $55. No. 13, two rooms, $180 per annum; three rooms, $240; four rooms, $300; five rooms, $360. No. 14, two rooms, $90. No. 15, six to twelve rooms, $11 per month and lodging. No. 16, two rooms, $320 per annum. No. 17, $50 per month, $500 per annum, for twelve rooms. No. 18, two rooms, $108 per annum; three rooms, $120 to $300; four rooms, $140 and $240; six rooms, $240 and $600; ten rooms, $480; twelve rooms, $720; seventeen rooms, with rent (salaries in each district fixed by local committee). No. 19, 50 to 75 cents per week for each room, and 50 cents per week for each stove. No. 20, two or more rooms, $3 per month each. No. 21, two rooms, $8 per month; four rooms, $12; six rooms, $18; ten rooms, $30; fourteen rooms, $35 to $40, twelve months to the year; salaries varied by amount of sidewalk and height of building. No. 22, two rooms, $15 to $20 per month; four to six rooms, $30; eight rooms, $55; twelve rooms, $75; sixteen rooms, $95; eighteen rooms, $100. No. 23, two rooms, $15 per month, $180 per annum; buildings with number of rooms, $5 per room. No. 24, two rooms, $132; three rooms, $212; five rooms, $230. No. 26, $36 per annum for each room. No. 27, six rooms, stoves, $125 per annum. No. 28, 30 cents per week for each room, and 30 cents for each fire; in large buildings, $1 per week extra for work about yards, &c.

Question 3.—What amount is paid per month or per annum for janitor's labor (whether performed by one or more than one person) in the care of two or more school rooms (give number of rooms) at one place, heated by hot air furnace?

Answers.—No. 1, six rooms, $150 per annum; twelve rooms, $250. Nos. 2, 5, and 15, no answer. No. 3, two female high schools, $300 per annum each for cleaning, and $400 per annum each for fireman; four other school buildings, each $20 per month for fireman. No. 4, eight rooms, $50 per month; twelve rooms, $70 per month. No. 6, two rooms, $160 per annum; four rooms, $416; eight rooms, $624. Nos. 7 and 10, no furnaces. No. 8, eight rooms, $400; twelve rooms, $600. No. 9, eight rooms, 2 furnaces, $50 per month; eight rooms, 4 furnaces, $50 per month, including rooms for janitor; twelve rooms, 8 furnaces, $75 per month, including rooms, fuel, and gas. Nos. 11, 12, 13, 21, and 28, no hot air furnaces. No. 14, four rooms, $200; seven rooms, $300; eight rooms, $350; twelve rooms, $550. No. 16, six rooms, 2 furnaces, $720 per annum, and living rooms; eleven rooms, 2 furnaces, $780, and living rooms; twenty-one rooms, 7 furnaces, $1,050, and living rooms. No. 17, nine rooms, $45 per month for cleaning (10 months to the year), and $40 per month for fireman during cold weather. No. 18, six rooms, $300 and rent; eight rooms, $600 to $700; ten rooms, $480 and $720; twelve rooms, $750; seventeen rooms, $620, rent and fuel (salaries regulated by local committees). No. 19, twelve rooms, 4 furnaces, $10 per week. No. 20, twelve rooms, $50 per month, rooms and fuel. No. 22, four rooms, $30 per month; eight rooms, $50; twelve rooms, $75; fourteen rooms, $81.25. No. 23, two rooms, $15 per month, $180 per annum; buildings with number of rooms, $5 per room. No. 24, four rooms, $220 per annum; seven rooms, $550. No. 25, two rooms, $150 per annum; four rooms, $160; ten rooms, $210 per annum; free academy, eight rooms, $400. No. 26, four rooms, $300 per annum. No. 27, six rooms, $125 per annum; eight rooms, $150.

Question 4.—What amount is paid per month or per annum for janitor's labor (whether performed by one or more than one person) in the care of two or more rooms (give number of rooms) at one place, heated by steam?

Answers.—No. 1, fifteen rooms and auditorium, $45 per month for steam apparatus and $15 per month for cleaning (annual cleaning extra). Nos. 2, 5, and 9, no answer. No. 3, Baltimore City College, $900, and living rooms. No. 4, sixteen rooms, $85 per month; over sixteen rooms, $85 to $135, according to character of apparatus. No. 6, two rooms, $160 per annum; four rooms, $416; eight rooms, $624. Nos. 7, 11, 12, 15, 16, 17, 20, 23, 27, no steam. No. 8, twelve rooms, $600. No. 10, thirteen rooms, $600 per annum, with rooms, fuel, and light. No. 13, ten to fourteen rooms, $45 per month; larger buildings, $50 (12 months to the year). No. 14, twelve rooms, $550. No. 18, eight rooms, $500, rent, fuel, and light; twenty rooms, $1,200, and rent. No. 19, large building, $14 per week. No. 21, seventeen rooms, 2 boilers, $75 per month, $900 per annum. No. 22, ten to twelve rooms, $50 to $60 per month. No. 24, nine rooms, office and hall, $600; thirteen rooms, $625; high school, nineteen rooms, large assembly hall, and 2 basements, $900. No. 25, twenty-three rooms, $450 per annum. No. 26, six rooms, $444; eight rooms, 2 boilers, $1,000, rooms, fuel, and light; ten rooms, 1 boiler, $800, rooms, fuel, and light; sixteen rooms, 2 boilers, $1,300, rooms, fuel, and light; twenty rooms, same as sixteen; (in addition to the school rooms, each janitor has the care of 1 to 4 play rooms, teachers' rooms, offices, and halls). No. 28, seventeen rooms, 2 buildings, $1,000 per annum.

Question 5.—In case janitor's rooms (for himself and family) are provided by the public authorities in any school building (or anywhere), make a separate note of the fact, and state how much the rent of the same is estimated at.

Answers.—Nos. 1, 4, 6, 7, 8, 13, 14, 17, 19, 23, 24, 27, and 28, none provided. Nos. 2, 21, 22, and 25, no answer. No. 3, only in Baltimore City College, about $300. Nos. 5 and 20, janitor's rooms are provided, but no estimate of the rent is given. Nos. 9 and 12, $10 per month. No. 10, $400, including fuel and light. No. 11, janitor's rooms in large buildings (12 to 14 rooms), no estimate of rent. No. 15, rooms for porteresses, $5 per month. No. 16, janitor's rooms in three school buildings, rent estimated respectively at $120, $150, and $240. No. 18, janitor's rooms provided in some cases, but no estimate of rent. No. 26, $150 per annum.

Question 6.—Has any reduction of the pay of janitors been made during the past twelve months, or is any contemplated?

Answers.—Nos. 1, 3, 4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 20, 25, 26, and 27, none. Nos. 2, 5, 18, 21, and 22, no answer. No. 13, no change of salaries in ten years; none contemplated. No. 19, reduction has been proposed, but it is doubtful if any will be made. No. 23, salaries have been equalized, which has made a reduction in the whole of about 3.8 per cent. No. 24, a slight reduction is probable. No. 28, in February, 1875, the pay of janitors was equalized, but neither raised nor lowered on the whole.

TABLE III.—NORMAL SCHOOLS.

The following is a comparative summary of normal schools, instructors, and pupils reported to the Bureau for the years 1870 to 1877, inclusive:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.
Number of institutions	53	65	98	113	124	137	151	152
Number of instructors	178	445	773	887	966	1, 031	1, 065	1, 189
Number of students	10, 028	10, 922	11, 778	16, 620	24, 405	29, 105	33, 921	37, 082

TABLE III.—*Summary of statistics of normal schools.*

States.	Number of normal schools supported by—											
	State.			County.			City.			All other agencies.		
	Number of schools.	Number of instructors.	Number of students.*a*	Number of schools.	Number of instructors.	Number of students.*a*	Number of schools.	Number of instructors.	Number of students.*a*	Number of schools.	Number of instructors.	Number of students.*a*
Alabama	*b*2	7	174	......	......	......	......	......	......	3	16	171
Arkansas	2	14	96	......	......	......	......	......	......	1	3	35
California	1	12	523	......	......	......	......	......	......	1	......	4
Connecticut	1	8	127	......	......	......	......	......	......	......	......	......
Delaware	......	......	......	......	......	......	......	......	......	2	17	238
Georgia	1	......	130	......	......	......	......	......	......	2	7	82
Illinois	2	25	744	2	14	279	1	5	139	4	21	299
Indiana	1	8	282	1	4	75	*c*1	20	2, 555	2	19	280
Iowa	1	4	139	......	......	......	1	11	120	2	5	56
Kansas	*d*2	12	589	......	......	......	......	......	......	......	......	......
Kentucky	......	......	......	......	......	......	1	8	45	4	20	287
Louisiana	......	......	......	......	......	......	......	......	......	2	12	45
Maine	4	24	596	......	......	......	......	......	......	......	......	......
Maryland	2	15	320	......	......	......	......	......	......	1	4	30
Massachusetts	6	59	1, 172	......	......	......	1	9	88	1	6	23
Michigan	1	13	366	......	......	......	......	......	......	......	......	......
Minnesota	3	27	616	......	......	......	......	......	......	......	......	......
Mississippi	2	11	195	......	......	......	......	......	......	......	......	......
Missouri	5	40	1, 368	......	......	......	2	16	410	3	17	74
Nebraska	1	8	335	......	......	......	......	......	......	......	......	......
New Hampshire	1	5	97	......	......	......	......	......	......	......	......	......
New Jersey	1	11	261	......	......	......	......	......	......	......	......	......
New York	8	112	2, 825	......	......	......	1	35	1, 586	......	......	......
North Carolina	2	22	224	......	......	......	......	......	......	5	17	224
Ohio	......	......	......	......	......	......	4	20	176	10	63	2, 085
Pennsylvania	10	125	2, 264	......	......	......	1	27	1, 222	2	8	134
Rhode Island	1	12	143	......	......	......	......	......	......	......	......	......
South Carolina	......	......	......	......	......	......	......	......	......	1	9	87
Tennessee	*d*1	8	84	......	......	......	......	......	......	7	38	657
Vermont	3	24	350	......	......	......	......	......	......	......	......	......
Virginia	1	14	274	1	12	97	1	6	139	......	......	......
West Virginia	6	28	432	......	......	......	......	......	......	1	5	136
Wisconsin	4	47	1, 021	......	......	......	......	......	......	1	6	50
District of Columbia	......	......	......	......	......	......	1	3	20	2	5	23
Utah	......	......	......	......	......	......	......	......	......	1	3	47
Total	75	695	15, 747	4	30	451	15	160	6, 500	58	304	5, 067

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a This summary contains the strictly *normal* students only, as far as reported; for total number of students, see the following summary. *b* One of these receives aid from the county also. *c* Supported by city and county. *d* No appropriations for the last year.

TABLE III.—*Summary of statistics*

States.	Number of schools in each State.	Number of instructors.	Number of students.					Graduates in the last year.	
				Number of normal students.		Number of other students.			
			Total.	Male.	Female.	Male.	Female.	Whole number.	Number who have engaged in teaching.
Alabama	5	23	691	169	176	206	140	4	2
Arkansas	3	17	528	68	63	245	152	14	12
California	2	12	605	64	463	12	66	81	54
Connecticut	1	8	127	14	113	0	0	36	26
Delaware	2	17	238	172	66	....	....	4	16
Georgia	3	7	255	95	117	24	19	4	4
Illinois	9	65	1, 952	660	801	284	207	122	87
Indiana	5	51	3, 538	1, 925	1, 267	207	139	60	48
Iowa	4	20	409	130	185	55	39	19	19
Kansas	2	12	605	259	330	10	6	18	16
Kentucky	5	28	473	151	181	79	62	39	39
Louisiana	2	12	*a*337	....	45	....	50	32	18
Maine	4	24	596	188	408	....	....	70	63
Maryland	3	19	431	77	273	57	24	45	39
Massachusetts	8	74	1, 283	150	1, 133	....	....	340	181
Michigan	1	13	631	156	210	125	140	77	67
Minnesota	3	27	899	244	372	129	154	80	71
Mississippi	2	11	195	130	65	0	0	0	0
Missouri	10	73	2, 162	856	996	160	150	198	139
Nebraska	1	8	335	158	177	....	....	9	9
New Hampshire	1	5	142	14	83	28	17	43	37
New Jersey	1	11	261	54	207	....	....	37	30
New York	9	147	5, 964	*b*(852) 552	3, 007	*b*(1, 058) 239	256	492	241
North Carolina	7	39	848	266	182	200	200	6	6
Ohio	14	86	*c*2, 799	1, 383	878	141	157	221	152
Pennsylvania	13	160	*c*4, 982	1, 353	2, 267	312	646	350	248
Rhode Island	1	12	143	12	131	....	....	21	14
South Carolina	1	9	315	42	45	104	124	22	6
Tennessee	8	46	1, 280	380	361	285	254	35	32
Vermont	3	24	408	141	209	30	28	100	62
Virginia	3	32	714	271	239	90	114	75	58
West Virginia	7	33	888	305	263	186	134	36	22
Wisconsin	5	53	1, 880	491	580	391	418	47	31
District of Columbia	3	8	121	11	32	42	36	26	25
Utah	1	3	47	28	19	....	....	....	....
Total	152	1, 189	37, 082	*b*(852) 10, 969	15, 944	*b*(1, 058) 3, 641	3, 732	2, 763	1, 874

a Classification of 242 not reported. *b* Sex of these not reported. *c* Includes a number not classified.

of normal schools—Continued.

Volumes in libraries.												
Whole number.	Increase in the last school year.	Number of schools in which drawing is taught.	Number of collections of models, casts, apparatus, &c., for free hand drawing.	Number of schools in which vocal music is taught.	Number in which instrumental music is taught.	Number possessing chemical laboratory.	Number possessing philosophical cabinet and apparatus.	Number possessing a museum of natural history.	Number possessing a gymnasium.	Number having model schools.	Number in which students receive diplomas or certificates on the completion of the course.
2, 355	....	2	....	3	3	2	3	0	0	2	4
720	166	3	2	3	3	2	2	0	0	3	2
1, 075	....	2	1	2	1	1	1	2	0	2	2
1, 200	....	1	1	1	0	1	1	....	0	0	1
650	....	1	1	1	1	1	1	1	0	1	2
....	....	1	....	3	2	....	1	....	....	2	3
7, 443	1, 245	7	4	8	5	4	8	5	1	6	9
6, 200	500	5	1	5	3	3	3	2	0	3	5
2, 150	50	4	1	2	2	3	2	3	1	2	4
440	....	2	1	1	0	2	2	1	1	1	2
2, 150	500	2	0	5	4	3	3	1	0	3	4
270	205	1	0	2	1	0	0	0	0	1	2
1, 850	25	4	2	3	1	3	4	2	1	1	4
2, 775	25	2	1	3	2	1	1	....	2	2	3
13, 892	220	7	7	6	....	5	5	4	1	4	8
1, 600	70	1	0	1	0	1	1	1	0	1	1
1, 650	420	3	2	3	0	3	2	1	2	3	3
250	30	1	0	2	2	1	1	0	0	2	2
14, 223	1, 497	9	3	8	4	5	5	5	....	4	9
1, 800	500	1	1	1	1	1	1	1	1	1	1
....	12	1	0	0	0	0	1	0	0	1	1
500	....	1	1	1	1	1	1	1	1	1	1
5, 818	346	9	5	9	3	9	9	7	6	9	9
23, 080	....	3	....	6	3	1	2	2	....	2	6
13, 720	420	11	7	11	9	8	8	4	5	7	13
10, 430	1, 213	13	5	13	11	9	11	4	4	11	13
1, 025	25	1	1	1	....	0	1	1	0	0	1
500	0	1	0	1	0	0	1	0	0	0	1
14, 150	525	5	1	8	7	4	5	3	....	6	7
1, 125	25	3	0	1	2	3	0	0	2	3	3
2, 772	105	2	....	3	2	3	3	0	1	2	3
2, 540	30	2	0	3	6	2	2	0	1	0	7
3, 503	281	5	2	5	2	3	5	5	2	4	5
285	25	3	1	3	....	1	2	2	0	2	3
....	....	0	0	0	0	1	1	1	0	0	1
142, 141	8, 460	119	51	128	81	87	99	59	32	92	145

TABLE III.—*Appropriations for normal schools.*

Name of school.	Appropriation, 1877.	Appropriation per capita of pupils in the past year.[a]
State Normal School, Florence, Ala	$5,000 00	$92 62
Lincoln Normal University, Marion, Ala	[b]4,000 00	33 33
Normal department of Arkansas Industrial University, Fayetteville, Ark	10,000 00	....
Branch Normal College, Arkansas Industrial University, Pine Bluff, Ark	1,600 00	19 04
California State Normal School, San José, Cal	25,000 00	44 50
Connecticut State Normal School, New Britain, Conn	12,000 00	94 40
Southern Illinois Normal University, Carbondale, Ill	15,600 00	34 36
Cook County Normal and Training School, Englewood, Ill	[c]12,000 00	51 25
Illinois State Normal University, Normal, Ill	24,700 00	56 65
Peoria County Normal School, Peoria, Ill	[c]5,300 00	....
Indiana State Normal School, Terre Haute, Ind	17,000 00	60 00
Northern Indiana Normal School and Business Institute, Valparaiso, Ind	[d]12,000 00	....
Iowa State Normal School, Cedar Falls, Iowa	7,500 00	28 00
Eastern Iowa Normal School, Grandview, Iowa	[e]1,400 00	....
Eastern State Normal School, Castine, Maine	6,500 00	32 25
Western State Normal School, Farmington, Maine	7,500 00	28 00
Normal department of Maine Central Institute, Pittsfield, Maine	600 00	20 00
Baltimore Normal School for the Education of Colored Teachers, Baltimore, Md	2,000 00	20 00
Maryland State Normal School, Baltimore, Md	10,500 00	47 73
Massachusetts Normal Art School, Boston, Mass	11,000 00	50 00
State Normal School, Framingham, Mass	12,000 00	75 00
State Normal School, Salem, Mass	13,900 00	44 23
Westfield State Normal School, Westfield, Mass	13,000 00	76 50
Massachusetts State Normal School, Worcester, Mass	13,000 00	....
Michigan State Normal School, Ypsilanti, Mich	[f]47,000 00	28 33
State Normal School at Mankato, Mankato, Minn	9,000 00	29 41
State Normal School at St. Cloud, St. Cloud, Minn	9,000 00	40 00
State Normal School at Winona, Winona, Minn	12,000 00	30 00
Mississippi State Normal School, Holly Springs, Miss	3,000 00	33 70
Tougaloo University and Normal School, Tougaloo, Miss	2,500 00	10 77
Southeast Missouri Normal School, Cape Girardeau, Mo	7,500 00	....
College of Normal Instruction, Columbia, Mo	13,000 00	....
Lincoln Institute, Jefferson City, Mo	5,000 00	40 99
North Missouri State Normal School, Kirksville, Mo	10,000 00	17 00
Northwest Normal School, Oregon, Mo	[c]1,500 00	....
Nebraska State Normal School, Peru, Nebr	10,000 00	30 00
New Hampshire State Normal School, Plymouth, N. H	[g]5,000 00	....
New Jersey State Normal and Model School, Trenton, N. J	20,000 00	100 00
New York State Normal School, Albany, N. Y	18,000 00	....
State Normal School, Brockport, N. Y	23,000 00	19 14
State Normal School, Buffalo, N. Y	18,000 00	64 00
State Normal and Training School, Cortland, N. Y	18,000 00	50 00

[a] Exclusive of appropriations for permanent objects.

[b] Also $4,000 county appropriation.

[c] County appropriation.

[d] City appropriation; also $10,000 county appropriation.

[e] City appropriation.

[f] Includes $30,000 for new building.

[g] Also $775 city appropriation.

TABLE III.—*Appropriations for normal schools*—Continued.

Name of school.	Appropriation, 1877.	Appropriation per capita of pupils in the past year.[a]
State Normal School, Geneseo, N. Y	$18,000 00	$58 00
Female Normal College, New York, N. Y	[b]95,000 00	....
Oswego State Normal and Training School, Oswego, N. Y	18,000 00	37 27
State Normal and Training School, Potsdam, N. Y	17,398 00	21 00
Normal department of the University of North Carolina, Chapel Hill, N. C	2,000 00	8 51
State Colored Normal School, Fayetteville, N. C	2,000 00	20 00
Cincinnati Normal School, Cincinnati, Ohio	[b]6,685 00	....
Sandusky Training School, Sandusky, Ohio	[b]600 00	....
Pennsylvania State Normal School, sixth district, Bloomsburg, Pa	10,000 00	....
Southwestern Normal College, California, Pa	25,000 00	....
Northwestern State Normal School, Edinboro', Pa	10,000 00	15 00
State Normal School at Indiana, Indiana, Pa	3,665 00	12 05
Central State Normal School, Lock Haven, Pa	10,000 00	....
Pennsylvania State Normal School, fifth district, Mansfield, Pa	[c]20,000 00	....
Pennsylvania State Normal School, second district, Millersville, Pa	6,500 00	....
Philadelphia Normal School for Girls, Philadelphia, Pa	[b]33,743 00	....
Cumberland Valley State Normal School, Shippensburg, Pa	30,000 00	....
West Chester State Normal School, West Chester, Pa	11,132 00	21 00
Rhode Island State Normal School, Providence, R. I	12,500 00	87 41
Freedmen's Normal Institute, Maryville, Tenn	[d]173 00	....
Castleton State Normal School, Castleton, Vt	1,118 00	....
Johnson State Normal School, Johnson, Vt	2,372 00	19 76
State Normal School, Randolph, Vt	2,644 00	11 50
Valley Normal School, Bridgewater, Va	[e]1,000 00	....
Concord State Normal School, Concord Church, W. Va	2,000 00	....
Fairmont State Normal School, Fairmont, W. Va	2,000 00	13 50
State Normal School at Glenville, Glenville, W. Va	650 00	10 00
Marshall College State Normal School, Huntington, W. Va	2,000 00	20 00
Shepherd College, Shepherdstown, W. Va	2,000 00	19 60
West Liberty State Normal School, West Liberty, W. Va	2,000 00	....
Oshkosh State Normal School, Oshkosh, Wis	13,621 00	24 58
Wisconsin State Normal School, Platteville, Wis	17,115 00	....
River Falls State Normal School, River Falls, Wis	16,002 00	36 40
State Normal School, Whitewater, Wis	21,000 00	31 00
Washington Normal School, Washington, D. C	[b]2,000 00	....
Normal department of the University of Deseret, Salt Lake City, Utah	2,000 00	....

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[a] Exclusive of appropriations for permanent objects.

[b] City appropriation.

[c] Provided the school raises $4,000.

[d] County appropriation.

[e] County appropriation, including $400 from Peabody fund.

PROFESSORSHIPS OF DIDACTICS OR PEDAGOGICS.

The science and art of teaching is surely a subject so important that it may well be included in the curricula of our universities and colleges. The State University of Iowa established a chair of didactics in 1873, made it an elective subject for the senior year, and gives the degree of bachelor of didactics to such of its graduates as have taught two years after receiving this instruction. The example seems worthy of imitation.[1]

The attempt to establish chairs of didactics has been embarrassed by the historic customs of our older colleges. They largely retain the ideas and methods which were brought by the colonists from the mother country, and contemplate the education of a comparatively small number of persons, and this after their minds are measurably mature. Their methods are poorly adapted to instruct immature minds, have been totally abandoned in all intelligent elementary training, and have been modified in secondary instruction.

Naturally the learned men at the head of our colleges were considered the leaders in our educational affairs. Often they stood aloof from the elementary school and usually made no effort to modify their own methods for its use. Teaching many other sciences, they omitted the philosophy of education from their curriculum, sometimes, indeed, acting as though there were no such subject in the domain of thought. It has been the same spirit, but not carried to the same extent, which has contended against the teaching of the natural sciences.

It is this lack of a really comprehensive philosophy of culture, which should include man in all his conditions and relations, that has permitted if not promoted foolish prejudices between institutions of learning founded on a religious and a civic basis respectively, and between those founded by the several religious denominations.

A partial cure for this condition has been found in the various college associations which have been founded from time to time. These cannot be conducted with any marked interest and vigor without making our colleges better acquainted and more sympathetic with each other and causing them to assume a better relation to all other phases of instruction.

It is not too much to hope that another result will be a more careful consideration of the philosophy of education and adequate provision for the sound and thorough teaching of it.

Many institutions whose students defray a large part of their expenses before graduation by teaching do not give an hour's instruction in this subject nor make any effort to secure pedagogical works for their libraries.

In striking contrast with this apathy is the treatment of the philosophy of education by the German universities. In the following German universities pedagogy is taught by means of lectures for the time stated:

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[1] Prof. S. N. Fellows has recently published two articles on this subject in the Educational Weekly, Chicago, in which he briefly recapitulates as follows the reasons for establishing chairs of didactics in colleges and universities:

1. It will greatly assist the graduates who, from their superior culture, will occupy chief places and become teachers of teachers.
2. A reflex benefit will accrue to the colleges themselves, in the greater success of their graduates and in improved methods of their own work.
3. Professional educational literature will be improved.
4. The development of a true science of education will be promoted.
5. It will be a deserved recognition by the highest educational authorities of the value and need of professional training for teachers of every grade.
6. Teaching will more justly merit the title of a profession.
7. Higher institutions will become more closely united with our public school system.
8. It will increase and widen the knowledge of the ends and means of education among those who, though not teachers, will hold high official and social positions.

	Hours a week.		Hours a week.
Berlin	6	Jena	6
Bonn	4	Kiel	3
Breslau	3	Leipzig	8
Erlangen	2	Münster	4
Freiburg	2	Tübingen	3
Giessen	2	Würzburg	4
Göttingen	2	Vienna	6
Greifswald	3	Berne	2
Halle	5	Basel	2
Heidelberg	3	Zürich	2

At Jena the subjects of the lectures are: History of education, scientific principles of educating the child, school discipline, methods of instruction, school hygiene, school legislation, school architecture, ancient and modern languages, comparative philology, logic, metaphysics.

There are in Germany, besides the ordinary seminaries for the training of elementary teachers, several advanced pedagogic seminaries, whose object is to give the students an opportunity to acquire a more profound scientific knowledge in their specialties before they enter upon their professional duties. These purely scientific institutions are attended only by students and graduates of universities who aspire to the higher positions in the secondary and superior schools. In some of these seminaries great stress is laid on philology, in others on the philosophy of education. There are at present 4 of these higher seminaries at Berlin, 1 at Breslau, 1 at Göttingen, 1 at Bonn, 1 at Magdeburg, 1 at Königsberg, and 1 at Stettin.

TABLE IV.—COMMERCIAL AND BUSINESS COLLEGES.

The following is a comparative exhibit of colleges for business training, as reported to this Bureau from 1870 to 1877, inclusive:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.
Number of institutions	26	60	53	112	126	131	137	134
Number of instructors	154	168	263	514	577	594	599	568
Number of students	5, 824	6, 460	8, 451	22, 397	25, 892	26, 109	25, 234	23, 496

It will be remarked that the commercial and business colleges of the country have so far decreased as to be almost in the position they occupied in 1873.

TABLE IV.—*Summary of statistics of commercial and business colleges.*

States.	Number of schools.	Number of instructors.	Number of students.			Number of volumes in libraries.	Increase in the last school year.
			Total number of students, excluding duplicate enrolments.	In day school.	In evening school.		
California	4	31	676	610	66	154	14
Georgia	2	4	213	213	0	400	......
Illinois	13	71	2, 848	2, 335	613	16, 100	790
Indiana	7	33	1, 425	1, 075	408	*a*13,020	......
Iowa	9	36	1, 705	1, 070	548	270	5
Kansas	1	1	53	35	18	....	......
Kentucky	2	5	529	447	82	....	......
Louisiana	2	13	318	265	53	1, 050	......
Maine	2	5	378	318	60	....	......
Maryland	1	7	341	256	85	....	......
Massachusetts	4	22	513	343	76	....	......
Michigan	9	24	1, 114	832	353	6, 870	220
Minnesota	2	7	318	260	128	162	12
Mississippi	1	10	130	130	0	1, 500	200
Missouri	5	29	1, 121	1, 031	90	17, 813	10
Nebraska	1	2	60	30	30	....	......
New Hampshire	1	2	100	65	75	....	......
New Jersey	3	20	385	296	89	700	100
New York	21	90	4, 105	3, 161	1, 150	3, 355	195
North Carolina	1	1	12	12	....	....	......
Ohio	12	36	1, 985	1, 596	562	1, 000	100
Pennsylvania	12	49	1, 992	1, 409	182	469	75
Rhode Island	3	19	680	558	122	125	5
Tennessee	2	7	283	210	73	....	......
Texas	1	2	56	29	27	....	......
Virginia	1	1	64	39	25	520	8
West Virginia	3	8	204	141	63	....	......
Wisconsin	8	31	1, 753	1, 419	407	1, 425	143
District of Columbia	1	2	135	70	65	....	......
Total	134	568	23, 496	18, 055	5, 450	64, 933	1, 877

a Of these, 13,000 volumes are in the library of the University of Notre Dame, Notre Dame, Ind.

TABLE V.—KINDERGÄRTEN.

The following is a comparative summary of Kindergärten, instructors, and pupils reported to the Bureau from 1873 to 1877, inclusive:

	1873.	1874.	1875.	1876.	1877.
Number of institutions	42	55	95	130	129
Number of instructors	73	125	216	364	336
Number of pupils	1, 252	1, 636	2, 809	4, 090	3, 931

TABLE V.—*Summary of statistics of Kindergärten.*

States.	Number of schools.	Number of teachers.	Number of pupils.
California	3	3	32
Colorado	1	2	22
Connecticut	1	5	80
Georgia	1	1	7
Illinois	6	13	141
Indiana	1	5	30
Iowa	1	5	40
Kentucky	3	7	82
Maine	2	2	39
Maryland	4	10	48
Massachusetts	12	22	195
Michigan	3	4	90
Minnesota	3	9	70
Missouri	20	105	1,145
New Hampshire	2	4	30
New Jersey	14	24	451
New York	22	50	632
Ohio	6	9	89
Pennsylvania	12	22	207
South Carolina	1	2	24
Wisconsin	6	17	291
District of Columbia	5	15	186
Total	129	336	3,931

The introduction of the Kindergarten into schools for orphans, and those schools established among the poor and distressed in our cities, is attended with excellent results. Mrs. Horace Mann writes that "the charity Kindergärten are doing a beautiful work in Cambridge, Mass. One of these Kindergärten is supported by the city of Cambridge and the other three by a lady who does not wish to have her name published." The success of the Kindergarten is much lessened through lack of favorable conditions. But important progress has nevertheless been made (1) in training teachers to instruct in true Kindergarten methods; (2) in giving to school officers and the public generally a correct idea of what these methods are; and (3) in bringing a supply of Kindergarten appliances within the reach of those who desire to procure them. It is indeed true that a few thousand only of the many of proper age for this training are as yet reported in attendance upon Kindergärten; but the zealous, self-sacrificing advocates of these improvements have the satisfaction of knowing that their efforts have been rewarded by a more earnest study among parents and teachers of what methods are most fit in the first years of infantile training. They thus benefit tens of thousands who never enter one of these interesting institutions; and their efforts, also, in not a few cases, have had a most wholesome effect upon the methods adopted in more advanced courses of training.

TABLE VI.—SECONDARY INSTRUCTION.

The following is a comparative summary of the number of institutions for secondary instruction making returns from 1871 to 1877, inclusive:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.
Number of institutions	....	638	811	944	1,031	1,143	1,229	1,226
Number of instructors	....	3,171	4,501	5,058	5,466	6,081	5,999	5,963
Number of students	....	80,227	98,929	118,570	98,179	108,235	106,647	98,371

TABLE VI.—*Summary of statistics of*

States and Territories.	Number of schools.	Instructors.		Number of students.					
		Male.	Female.	Total.	Male.	Female.	In English course.	In classical course.	In modern languages.
Alabama	7	23	8	[a]670	278	156	344	90	50
Arkansas	3	3	6	205	100	105	175	30	5
California	25	80	126	3, 660	1, 587	2, 073	2, 680	360	1, 004
Colorado	2	2	14	181	1	180	30	2	46
Connecticut	53	89	126	[a]2, 047	932	1, 085	1, 377	564	455
Delaware	13	29	19	608	380	228	406	192	61
Florida	7	7	32	854	233	621	621	115	39
Georgia	105	128	85	[a]5, 849	3, 384	2, 385	3, 926	1, 211	195
Illinois	24	54	129	2, 852	796	2, 056	1, 618	407	500
Indiana	17	[b]25	46	2, 350	981	1, 369	759	124	45
Iowa	39	65	91	[a]3, 908	1, 777	2, 006	2, 006	446	453
Kansas	4	4	21	208	53	155	168	60	4
Kentucky	53	96	162	[a]4, 422	1, 913	2, 409	3, 178	826	509
Louisiana	10	27	33	904	588	316	816	46	426
Maine	25	48	50	2, 331	1, 229	1, 102	1, 305	476	201
Maryland	38	105	87	2, 574	1, 439	1, 135	2, 115	531	1, 187
Massachusetts	54	98	145	2, 814	1, 162	1, 652	1, 608	509	716
Michigan	7	19	9	579	281	298	235	16	22
Minnesota	15	27	49	1, 297	648	649	932	143	169
Mississippi	11	15	21	709	297	412	603	147	31
Missouri	17	49	47	1, 400	713	687	915	185	233
Nebraska	1	2	6	85	....	85	85	7	15
New Hampshire	37	64	57	2, 968	1, 567	1, 401	2, 134	568	204
New Jersey	45	112	127	2, 764	1, 430	1, 334	1, 526	533	480
New York	217	583	783	[a]19, 538	10, 153	9, 240	12, 653	3, 424	3, 867
North Carolina	33	45	52	[a]2, 181	1, 141	1, 040	1, 869	454	164
Ohio	44	95	167	[a]4, 139	1, 836	2, 178	1, 980	577	392
Oregon	15	22	40	1, 451	662	789	921	119	124
Pennsylvania	93	256	332	6, 926	4, 161	2, 765	4, 303	1, 452	1, 209
Rhode Island	8	15	29	311	132	179	70	103	88
South Carolina	9	18	22	[a]1, 074	337	460	575	100	18
Tennessee	63	96	104	[a]5, 378	2, 763	2, 555	4, 477	902	251
Texas	14	31	33	1, 331	730	601	902	93	283
Vermont	30	57	76	2, 994	1, 444	1, 550	2, 011	634	322
Virginia	26	51	51	1, 366	751	615	1, 029	362	277
West Virginia	9	5	19	710	290	420	556	39	445
Wisconsin	16	40	91	[a]1, 827	612	1, 168	1, 075	196	510
District of Columbia	25	34	83	1, 048	352	696	821	162	261
Indian Territory	1	2	1	60	60	....	60	3	....
New Mexico	2	....	12	252	27	225	37	....	7
Utah	8	14	32	1, 486	803	683	1, 074	77	23
Washington	1	1	4	60	....	60	....	....	3
Total	1, 226	[b]2, 536	3, 427	[a]98, 371	48, 023	49, 123	63, 975	16, 285	15, 294

[a] Sex not reported in all cases.

[b] Sex of three not reported.

institutions for secondary instruction.

Number of students.				Number of schools in which drawing is taught.	Number of schools in which vocal music is taught.	Number of schools in which instrumental music is taught.	Libraries.		Property, income, &c.			
Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.				Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
34	4	11	8	1	3	2	4, 730	130	$74, 000	....	....	$7, 400
8	10	0	2	1	1	2	....	....	12, 500	....	....	1, 200
107	114	118	17	23	23	20	9, 999	811	802, 000	....	....	92, 132
2	......	......	......	2	2	2	1, 340	256	120, 000	....	....	10, 000
160	45	23	3	33	35	38	18, 395	483	716, 000	$48, 000	$3, 525	98, 337
84	39	18	3	10	10	9	2, 400	320	112, 000	7, 000	410	12, 681
49	25	5	10	4	4	4	2, 407	305	40, 000	150	150	3, 720
484	212	115	29	21	41	51	5, 360	1, 333	301, 100	32, 000	2, 050	91, 001
62	55	60	5	18	21	21	9, 850	975	958, 000	35, 000	2, 800	71, 447
20	38	8	5	8	9	7	6, 191	37	194, 000	51, 500	5, 050	16, 247
209	112	78	2	19	23	23	7, 826	1, 018	313, 600	49, 200	3, 320	28, 152
......	......	......	......	4	3	3	740	2	90, 500	....	....	5, 600
333	142	102	83	22	38	43	21, 490	1, 134	534, 850	14, 975	3, 450	95, 065
39	22	29	4	6	8	8	2, 865	220	62, 000	1, 000	1, 300	8, 600
175	58	35	27	13	12	18	8, 495	208	315, 000	118, 342	4, 614	15, 906
116	24	36	6	23	19	18	31, 725	283	666, 200	723, 000	48, 940	78, 300
176	17	27	14	39	27	27	28, 472	662	934, 082	572, 352	36, 396	93, 248
9	3	43	......	5	5	3	1, 610	34	112, 000	6, 370	520	7, 932
54	32	29	4	11	13	12	8, 043	616	267, 500	13, 500	1, 350	33, 730
56	19	18	......	2	7	7	1, 215	172	70, 500	....	....	13, 225
45	30	15	1	9	13	13	8, 240	100	230, 200	125	12	60, 800
......	......	25	......	1	1	1	2, 000	20	25, 000	0	0	8, 000
169	33	26	4	16	14	19	13, 990	227	312, 400	198, 297	11, 857	23, 158
262	74	43	31	32	29	31	15, 745	419	682, 000	49, 000	4, 630	95, 691
1, 526	699	433	246	161	135	148	124, 136	14, 431	4, 085, 188	485, 903	29, 279	545, 938
218	76	56	11	11	18	15	10, 949	596	229, 400	8, 000	600	26, 677
235	110	159	13	18	29	31	22, 300	980	609, 900	98, 550	7, 100	61, 676
55	69	27	......	7	13	12	4, 479	194	155, 200	8, 200	4, 000	16, 770
380	158	105	50	72	53	55	55, 202	2, 131	4, 538, 800	123, 000	*c*608, 230	217, 167
15	......	11	2	5	4	3	7, 216	353	829, 000	130, 000	8, 700	46, 800
67	10	26	6	4	7	6	2, 050	224	104, 250	....	....	3, 373
358	196	209	48	17	39	39	13, 832	468	430, 342	18, 000	1, 500	67, 810
85	32	41	2	5	10	10	4, 200	575	146, 500	....	....	10, 990
311	72	40	4	18	19	25	13, 008	487	375, 000	148, 500	8, 920	31, 175
116	58	37	7	9	14	13	11, 350	20	179, 300	6, 700	5, 480	34, 517
......	......	......	......	2	5	4	1, 060	20	50, 000	....	....	2, 900
25	11	11	1	10	13	12	12, 565	50	276, 000	13, 600	855	20, 865
20	12	103	......	15	11	14	2, 190	55	26, 500	....	....	7, 100
3	......	1	......	......	......	......	300	....	....	....	....	....
......	......	......	......	1	2	2	....	....	....	....	....	....
23	0	1	1	3	8	4	1, 806	383	117, 500	7, 300	1, 540	9, 927
......	......	......	......	1	1	1	100	50	....	....	....	....
6, 090	2, 611	2, 124	649	682	742	776	499, 871	30, 782	20,098,312	2, 967, 564	806, 578	2, 075, 259

c Of this, $600,000 is the income of Girard College for Orphans, Philadelphia, the amount of funds producing it not being reported.

Statistical summary of pupils receiving secondary instruction.

States and Territories.	In city high schools (Table II). *a*	In normal schools (Table III). *b*	In institutions for secondary instruction (Table VI).	In preparatory schools (Table VII).	In preparatory departments of— Institutions for superior instruction of women (Table VIII).	In preparatory departments of— Universities and colleges (Table IX).	In preparatory departments of— Schools of science (Table X).	Total.
Alabama	....	346	670	....	211	98	53	1, 378
Arkansas	....	397	205	....	....	259	160	1, 021
California	1, 060	78	3, 660	533	46	905	....	6, 282
Colorado	....	....	181	24	....	114	14	333
Connecticut	576	0	2, 047	1, 010	50	....	0	3, 683
Delaware	....	....	608	....	49	67	....	724
Florida	....	....	854	....	....	....	....	854
Georgia	211	43	5, 849	53	474	149	199	6, 978
Illinois	2, 166	491	2, 852	200	248	3, 346	121	9, 424
Indiana	1, 073	346	2, 350	40	30	1, 583	49	5, 471
Iowa	450	94	3, 908	119	....	2, 317	....	6, 888
Kansas	....	16	208	....	47	750	....	1, 021
Kentucky	923	141	4, 422	....	764	820	....	7, 079
Louisiana	338	50	904	....	57	356	....	1, 705
Maine	374	....	2, 331	619	....	....	....	3, 324
Maryland	....	81	2, 574	255	28	347	13	3, 298
Massachusetts	3, 957	....	2, 814	2, 325	224	300	45	9, 665
Michigan	1, 200	265	579	....	33	773	....	2, 850
Minnesota	....	283	1, 297	....	....	497	....	2, 077
Mississippi	....	0	709	....	346	528	17	1, 600
Missouri	1, 439	310	1, 400	....	366	1, 471	26	5, 012
Nebraska	....	....	85	....	....	384	....	469
Nevada	....	....	....	....	....	32	....	32
New Hampshire	192	45	2, 968	622	355	....	....	4, 182
New Jersey	1, 194	....	2, 764	276	15	....	34	4, 283
New York	4, 032	1, 553	19, 538	2, 617	645	2, 895	....	31, 280
North Carolina	....	400	2, 181	....	243	465	....	3, 289
Ohio	3, 955	298	4, 139	889	136	3, 246	....	12, 663
Oregon	144	....	1, 451	....	30	559	....	2, 184
Pennsylvania	1, 123	958	6, 926	908	331	1, 865	828	12, 939
Rhode Island	146	....	311	639	....	....	....	1, 096
South Carolina	....	228	1, 074	164	81	221	....	1, 768
Tennessee	227	539	5, 378	80	514	1, 634	....	8, 372
Texas	....	....	1, 331	275	223	921	....	2, 750
Vermont	....	58	2, 994	101	....	....	....	3, 153
Virginia	....	204	1, 366	291	190	75	....	2, 126
West Virginia	....	320	710	....	....	113	50	1, 193
Wisconsin	....	809	1, 827	470	225	911	....	4, 242
District of Columbia	145	78	1, 048	....	....	260	....	1, 531
Indian Territory	....	....	60	....	....	....	....	60
New Mexico	....	....	252	....	....	....	....	252
Utah	....	....	1, 486	....	....	188	....	1, 674
Washington	....	....	60	....	....	50	....	110
Total	24, 925	8, 431	98, 371	12, 510	5, 961	28, 499	1, 609	180, 306

a In ninety-five cities.

b Strictly normal students are not included.

THE HIGH SCHOOL QUESTION.

The arguments of those who hold that the State has no right to provide education beyond the rudiments may be briefly summarized as follows:

1. The State has the right to educate its children just so far as will enable them to understand their duties and exercise their rights as citizens of a free country governed by the popular voice. A primary education is sufficient for this; therefore the State has the right to furnish a primary education and nothing more.

2. The high school being patronized by but few and the majority deriving no benefit from it, it is unjust to levy a general tax for its support.

3. "Instead of educating the masses of children so as to prepare them for the pursuits and industries upon which they must depend for a living, high schools educate them in such a way as to make them discontented with their condition and unfit to discharge its duties in a manner most beneficial to their own interests."

4. Our common school system has been enlarged and extended beyond the original purpose of its founders. The high school has been ingrafted upon the system contrary to the "original design;" hence it should be cut off.

Others who would not abolish the high schools would still radically change the basis of their organization by compelling those who avail themselves of their privileges to pay a part of the cost of their maintenance.

Some of the causes which have operated to produce this opposition to high schools are referred to by Hon. H. F. Harrington, superintendent of the public schools of New Bedford, in his report for 1877. In discussing the question, "Whether the relations of the high school to the elementary departments of the school system are as close and intimate as they ought to be," he says:

> It is my firm belief that the principles and methods by which most high schools have been regulated have tended to implant prejudices which have steadily been gathering head until they are now breaking out in open and bitter hostility. * * * The mistakes of management to which I refer had their source in the idea which prevailed respecting high schools when they were originated, that they were to be tenders to the college. From this has resulted the habit, on the part of school authorities and high school teachers, of looking upward to the colleges for close links of connection and sympathy, instead of downward to the elementary schools. Thus a gulf of separation has been created between the two classes of schools.

He instances some of the particulars in which this state of things has been made manifest, as follows:

> 1. Many of the studies pursued in most high schools have been of a purely disciplinary or preparatory character, only to be preferred when the scholar has the prospect before him of spending years enough in study to attain a (so to speak) complete education. The interests of those who could hope to remain through only a part of the course—a large percentage of every entering class—and whose studies should therefore have been carefully regulated so as to combine the acquisition of serviceable knowledge with mental discipline, have been disregarded. Many a parent who has maintained his boy in the high school for a year or two, at cost of much privation, * * * withdraws him, when at length he must, only to find that the practical interests of his life have not been taken into account, and that he has little or nothing in that direction to show for the time he has spent in the school. What wonder that such a parent should feel a sense of personal injury and wrong, and nurse it into a virulent prejudice?
>
> 2. The studies of the high school have not been intimately associated with those of the grammar school, as dictated by the law of regular progression. * * * School authorities and high school teachers have acted very generally as though there were a broad gulf of separation between grammar schools and the high school, as though the two differed not only in degree but in kind. Thus the requisitions for admission to the high schools have implied the expectation that the candidates have *finished* the grammar school studies. * * * Then, having leaped the gulf and landed on the high school side, the successful candidates have been put upon the studies preparatory to a long course of culture which, by the great majority, was never to be realized. Meanwhile, the grammar school studies —*finished*— have been laid on the shelf to be forgotten. And thus the parent of whom I have spoken has had an additional source of discomfort; for he has not only found the studies his child had pursued in the high school to be of small practical use, but that he had been suffered to forget what he had learned before. And nothing has served more effectually to bring the

> high schools into odium and contempt than the fact that so many of their scholars, while accomplished in languages and sciences, have proved ignorant blunderers in elementary knowledge and work.
>
> 3. Our cities and towns have erected magnificent houses for their high schools, far more costly than they would be willing to provide for any school of a lower grade, and this lavish expenditure has tended to imbitter two different classes of citizens against the high school: the men of property, whose taxes have been increased to pay it, and the poor men, who, unable to grant their children the privileges of high school instruction, draw angry contrasts between the splendid accommodations which the children of the more fortunate enjoy and the humbler conditions with which their own must be content.

These causes of complaint can easily be removed, and Mr. Harrington would accomplish this by "two radical modifications of the course of study: one for the purpose of adapting it to accomplish a closer relation with the grammar schools, the other to answer the requisition of the great American public, which must inevitably be deferred to in every quarter, sooner or later, that the masses of children must be so educated 'as to prepare them for the pursuits and industries on which they must depend for a living.'"

"No system of public education," says Huxley, "is worthy the name unless it creates a great educational ladder with one end in the gutter and the other in the university." "I will thank any person," says Everett, "to tell why it is expedient and beneficial in a community to make public provision for teaching the elements of learning and not expedient nor beneficial to make similar provision to aid the learner's progress toward the mastery of the most difficult branches of science and the choicest refinements of literature." "Experience has proved," says Mr. Francis Adams, "that elementary education flourishes most where the provision for higher education is most ample. If the elementary schools of Germany are the best in the world, it is owing in a great measure to the fact that the higher schools are accessible to all classes. In England, not only have the aims of the elementary schools been educationally low and narrow, but an impassable gulf has separated the people's schools from the higher schools of the country. In the United States the common schools have always produced the best results where the means of higher education have been the most plentiful."—(Massachusetts State Report, 1877.)

Hon. P. Emory Aldrich, in an address delivered before the Massachusetts State Teachers' Association, December 28, 1877, said:

> I affirm, first, that it has been the settled and prevalent policy of these States, as well as of the General Government itself, to grant State or governmental support to schools of every grade, from the primary up to and including the university; and, furthermore, that this was the accepted theory and practice of the colonies before the States were organized as they now exist. And, secondly, I shall contend that this policy should not now be abandoned, but, on the contrary, should be continued and extended to meet the growing necessities of the greatly enlarged and ever expanding field of human knowledge and acquisition.

Calling attention to the large and liberal views held upon this subject by the fathers of the Republic, he quotes from some of them. John Adams, in his work on government, says:

> Laws for the liberal education of youth, especially of the lower class of people, are so extremely wise and useful that, to a humane and generous mind, no expense for this purpose would be thought extravagant.

Madison says:

> Knowledge will forever govern ignorance; and a people who mean to be their own governors must arm themselves with the power which knowledge gives. * * * Every class is interested in establishments which give to the human mind its highest improvement. * * * *Learned institutions ought to be favorite objects with every free people.* They throw that light over the public mind which is the best security against crafty and dangerous encroachments on the public liberty.

Giving Mr. Madison's views at greater length than is done in the above citation, Judge Aldrich continues:

> These sagacious and far reaching views as to the necessity and extent of popular education were by no means peculiar to the eminent statesmen and scholars whose

words I have quoted, as could easily be shown by liberal quotations from the writings of many of their most distinguished contemporaries. They are the deliberately expressed opinions of men by whose wisdom and foresight States were formed and a nation created. * * * The founders of our institutions clearly perceived that popular government could not rest securely on popular ignorance, and that knowledge, and not merely the rudiments of it, generally disseminated among the people, is essential to the stability of that form of government which depends for its existence on the will of the governed. Nor were these views first entertained and expressed by the founders of our Republic. They were among the rich inheritances of civil wisdom derived from the colonial period of our history, as shown, among other proofs, by the celebrated ordinance passed in the year 1647 by the general court of the Massachusetts Colony. * * * This ordinance, it will be remembered, was founded on the assumed right of the state to require that schools shall be supported by public taxation, wherein the youth of the state, whether they be the sons of taxpaying or non-taxpaying parents, may be educated in the higher branches of learning.

After quoting the constitutions of Massachusetts and New Hampshire, which contain substantially the same declaration of principles, Judge Aldrich continues:

I only desire now, in passing, to remind you that these are not the opinions of an accidental and temporary majority, of a sect or party, but are rather the solemnly expressed and long cherished principles of a whole people; and also to observe that the duty on the part of the state to promote the cause of education is placed on the same footing precisely as that of promoting trade, commerce, and manufactures. * * * It is within the memory of living scholars when the declaration that this was an open or debatable question would have been listened to with surprise and an emphatic dissent by every friend of popular education. * * * The public support of high schools and technical schools, wherein the youth of the land may be taught the arts of peace and the duties of civil life, is based on the same principle and justified by the same course of argument as the governmental support of the two technical schools at West Point and Annapolis, in which a few selected young men are instructed in the art and discipline of war. Every community of men organized under any form of government needs, and must have, individuals educated and competent to administer its civil as well as its military affairs. And this is eminently true under such a Government as ours—"a Government of the people, by the people, and for the people"—where every State, county, city, town, and school district in the land requires educated men to assume important places of trust and responsibility, and to conduct with intelligence the infinitely complicated affairs of such a popular government. And shall it be said that a Government thus needing for its own existence and successful administration educated men cannot lawfully and without injustice provide schools for the necessary education and training of such men? * * * It is too late to deny that superior education is *necessary* to the state, and it is precisely on this ground of state necessity that the grants to, and public support of, schools should be made and given, and not on the ground that they are mere benefactions to the grantees.

Hon. Ezra S. Carr, State superintendent of public instruction of California, in his report for 1876–'77 says:

The right of the State and municipal governments to maintain high schools is not legally distinguishable from the right to maintain elementary schools. * * * *Schools exist because of a well founded claim, and not because of toleration.* The universal recognition of this principle is found in the constitution of every State in the Union.

After quoting from the constitutions of Arkansas, Florida, Kansas, and Massachusetts, Mr. Carr continues:

Further citations are not required to show that "the school is created and encouraged as an institution that is purely one of political economy, for increasing the production and accumulation of wealth, and as a means of preventing pauperism and crime, which is still only wealth." The right to educate is "one of those inalienable rights which have never been surrendered by the people either to Congress or to legislatures, because of the right of the people to the fruits of intelligence and protection from the folly and crime which result from ignorance." * * * Education is not a fixed quantity to be measured by one generation for that which succeeds it. The "common schooling" of the past century, for instance, would not adequately fit the average citizen of to-day for the necessary business of life. The standard of general intelligence is higher. The demand for secondary and high schools is far more general throughout the United States at the present time than was the demand for elementary schools fifty or even twenty-five years ago. "The school being the creation of the State, and the interests involved being so vital, it would seem to be a legitimate and necessary consequence that all schools should be regarded as to their advancement by the States." If this be true, graded and high schools are legitimate, because necessary.

Hon. James H. Smart, State superintendent of public instruction of Indiana, in his report for 1876 says:

> Good citizenship requires intelligence enough to make good laws and patriotism enough to obey them and defend them when made. An ignorant man can be a good subject, thinking the opinions and executing the will of others, but he cannot properly exercise the functions of good citizenship. The highest form of citizenship necessitates the highest degree of intelligence. A limitation of intelligence is necessarily an abridgment of citizenship. Every voter of the State is a lawmaker. He expresses his thought through the ballot, and thus his intelligence manifests itself in the laws of the commonwealth. A primary education, a mere ability to read and to write one's name, is not sufficient to qualify one to exercise this high function. * * * The fact that a man sends no children to a school does not justify the claim that he ought not to be called upon to pay for its support. But it is urged by some that while this may be true in reference to the lower schools, because those who do not patronize them are in the minority, it is not true of the high school, for the reason that those who do not patronize it are in the majority. If this objection were sound, then every grammar school in the State must be struck down, every intermediate and every senior primary school must be closed, because a majority do not patronize them. Every graded system of schools in the State must also be destroyed for the same reason. * * * If the argument be good, then we must limit public education to the subjects of reading, writing, spelling, and the fundamental rules of arithmetic, because these branches are all that are studied by the majority, and so, because a majority cannot be induced to take a good education, the State shall provide nothing but the mere skeleton of an education. This principle would limit the schools all over the State to four months, because a majority of the children do not attend the schools more than four months. * * * It would be as logical to maintain that the insane asylum should not be supported because the majority of the people do not patronize it as to say that the high school should not be maintained because a majority do not send their children to it. * * * The argument of "original design" is one that is used as a last resort. Suppose, for the sake of argument, that the founders of our school system did not contemplate a perfect system, is that any reason why men with more wisdom and more experience should be bound not to change and improve it? * * * There is scarcely a law on our statute books, scarcely a State constitution in the Union, that has not been revised, amended, and improved. Experience has shown that the great charter of American liberty, the Federal Constitution, as originally constructed, was not adequate to meet the wants of a growing and progressive people. * * * Adherence to "original design" turns us back upon the perfecting future to embrace the prejudices of a dead past; it blocks the wheels of human progress and stays the onward march of civilization. It can be shown, however, that the fathers builded wisely, and that the present system, in its scope, at least, is not a departure from original design. * * * The first constitution of Indiana, adopted in 1816, among other things, provides as follows: "It shall be the duty of the general assembly, as soon as circumstances will permit, to provide by law for a general system of education, ascending in a regular gradation from township schools to a State university, wherein tuition shall be gratis and equally open to all." * * * The framers of the earlier constitutions of most of the Northern States held the same broad views, and so expressed them in the instruments which they made. * * * They declared with singular unanimity that learning and wisdom generally diffused among the masses were essential to liberty, and that it was the duty of the State to forever establish and encourage schools, colleges, seminaries of learning, &c., for the education of the people. A limitation of public education to a few primary branches would be a departure from original design, and not an adherence to it.

Mr. Smart further says:

> The term "high school" is, possibly, an unfortunate one, inasmuch as it leads many to suppose that the grade is one above the common school. This is not the case. The high school is an advanced elementary school. It is an integral part of the common school system. * * * Its purpose is to lay the foundations of knowledge merely. * * * It does not make lawyers or architects, engineers or bankers, but it aims to give that common information, that common discipline, without which no man can become a good physician, a good lawyer, a good mechanic, a good business man, or a good farmer. * * * Our so called high schools are common schools in the strictest sense of the term.

Hon. John W. Dickinson, secretary of the Massachusetts State board of education, in his report for 1876–'77 says:

> There will be more educated people in every town maintaining a high school than there would be without it; and the more educated people there are, the greater will be the development of material resources, the more perfect the security of property and

of persons, the higher the civilization, and the more complete the facilities for the unmolested enjoyment of all the objects of our natural rights. * * * A further argument in favor of maintaining high schools at the public expense may be made in showing that they serve to give increased efficiency to the elementary schools. * * * By the standard they establish for admission to their classes and the opportunities they offer for a higher education, the high schools determine what the lower schools shall do, and they everywhere stimulate pupils to remain in the lower schools until what is required has been accomplished. Again, the lower schools, on account of the age and attainments of their pupils, can teach elementary knowledge only. If the high school is taken away, the opportunity for obtaining free instruction in scientific knowledge is taken away also. * * * If the high school is open to all, that, in connection with the lower schools, will have a tendency to preserve a republican equality, which is always disturbed when the advantages of a higher education are limited to a few. * * * I consider the high schools to be the crowning excellence of our common school system; and, that they may be as efficient as possible, I would recommend to those who have the direct control of them that they guard against introducing into their courses of study more topics than can be mastered in the time assigned to the course, and that the topics chosen be those that will lead the student to acquire the most useful information, and at the same time be the occasion of the greatest amount possible of mental discipline.

Hon. H. F. Harrington, whose report has been quoted above, presents the claims of the high schools to public support as follows:

1. High schools are important because they give increased efficiency to all the schools below them.

2. High schools are important because they are the best seminaries from which competent recruits can be obtained for the great army of public school teachers.

3. More than all, high schools are important as a branch of a public school system, because they constitute the only trustworthy agency to perform the essential service of bringing worthy representatives of the lower classes into the councils of the State and the organism of society. Abolish the high schools, and at once you draw a broad line of separation between the rich and the poor. You limit the higher education to the children of the well to do, for only the well to do would have the means to pay for it, and this would prove a damaging, perhaps a perilous, venture for the state. Mainly the cultured classes are found to be the governing classes, and among its governing classes society needs the representatives of the poor. It needs them, that there may always be strong men coming to the front, with powers so tempered by culture as to make them wise, * * * to represent the humble class from which they sprung, and demand the consideration due to their needs and their rights. These are the men, too, in the social exigencies which sometimes occur, when passion becomes rampant among the masses and the restraints of law are defied, to throw themselves into the track of the storm and allay its violence. Far better this than the alternative if you do not bestow the culture; for those who are born to be the leaders of men will assert their prerogatives whether or no; and the born leaders from among the poor, if they be not tempered by culture, become the ignorant demagogues whose leadership is anarchy. * * * It is the universal confidence in elementary education as the right arm of a free state which renders the objection to high schools so strong, for it implies that the state does not need high schools. All the while that protests against the continuance of the high schools are ringing throughout the land, the elementary schools remain as popular as ever. Not a whisper of objection is heard against taxation for their support. They are still lauded as the palladium of liberty; * * * but in a recent address at Baltimore President Eliot used this memorable language: "There are those who hold that republics can be saved by the general diffusion of primary education, but the most effectively despotic government of Europe is the one in which this education is most diffused. *There is, however, a power in the spread of higher education and the sentiment of honor associated with culture.*"

Concerning the objection that "the character of the instruction given in high schools is such as to disqualify their scholars for occupations involving manual labor," Mr. Harrington says:

This question opens up to view the chief incentives to the present crusade against this class of schools; and no one can do justice to the subject, nor speculate wisely about the future of these schools, without making those incentives an important factor in the solution of the problem.

The fact is, the times have changed; the paramount interests and needs of society have changed; the expectations of society in regard to its youth have changed, and the instruction in the high schools has not been conformed to the new order of things. Here we find the kernel of the whole matter. * * * The grand declaratory principle of the fathers, in behalf of education, was, "a popular government can rest securely only on popular knowledge." The declaratory principle of the men of today is, in the language of Governor Robinson,[1] "Educate the masses of children, so as to prepare them for the pursuits and industries on which they must depend for a living." Here is a remarkable change of base; and it is no wonder that those who are swayed by these new ideas should protest against the conservatism which maintains the work of high schools on its ancient basis and clamor for its modification or its extinction.

To so change the present curriculum as to make it serve more directly to prepare the scholars for the pursuits and industries on which they must depend for a living is, says Mr. Harrington, "beset with perplexing difficulties. One is this: that a course of such a character, to be effective, should occupy several years; whereas the most of those who would be specially benefited by it leave the school before the lapse of two years. Another difficult problem is, to decide what place in such an arrangement shall be provided for the girls, who form so large a portion of the school. And a third difficulty is suggested by the question whether there shall be two separate courses of study, one having reference to general culture only, the other to industrial pursuits." But "a beginning can surely be made," and for that purpose he makes the following recommendations:

1. That during such part of the first year in the high school as may be necessary the studies of the grammar schools be thoroughly and comprehensively reviewed by the entire class. * * *
2. That the number of sciences in the course be reduced, that they may be the better learned; that those retained be such as will be of the most advantage. * * *
3. That the study of the classics be positively forbidden to all who are not to remain in the school throughout the entire course. * * *
4. That such studies as are essential to a sound practical education be made imperative, no matter what other studies they may exclude. * * *
5. That special care be taken, by means of well adapted text books and methods of teaching, to secure to the essential branches a positive practical bearing.

The report of Hon. W. T. Harris, superintendent of the St. Louis public schools, for 1876–'77, contains an elaborate argument in "justification of the public high school," from which the following is extracted:

The limit to public education is found in the means and the will of the community which affords it. If the community regards education as a disagreeable but necessary charity, the extent of the education will not be great and its results will not have high value. If the community looks upon education as a right, but a right to be allowed only within the narrowest limits, its value as an instrumentality in the solution of social problems will be correspondingly small. If the community proposes to do the best by itself, it will place as large a limit as it may in justice to its other interests, and will debate the quality and fitness of the education and not its amount; it will feel that every dollar spent for education is more than a dollar gained to the one who spends it, both in the decreased need for the expenses for other common interests and in the increased value of every educated citizen. In this country, the probable limit, for local communities at least, is the high school.

* * * * * * *

The necessity of the work of the high school, briefly stated, is that a high school exerts upon the grammar school a leverage which could not be obtained so economically by any other instrumentality; * * * that the leverage gained by a high school grade is necessary for the load to be lifted and not for the employment of the lever; that the grammar school demands a high school, and not that a high school requires the grammar school; that the grammar schools determine the necessity for a high school, and not that a high school needs the grammar school; that a high school exists for the grammar schools, and not that the grammar schools exist for a high school. * * * As a matter of practical experience, it has been found in communities that the work was improved in quality and that it cost less with a high school course than without it, despite the fact that misconceptions of the true office and relation of a high school have in many cases led to a mismanagement which prevents our seeing the results in their clearest light. * * * Every one knows that unless he goes far enough to secure success, his capital of time, labor, and money is wasted. * * * The sufficiency of education must be determined by the previous considerations of political necessity and reciprocity of duty between the citizen and the state, modified by this consideration, the ability of the community to obtain what it may desire. * * * The education which fifty years ago would have been generous no longer fits a man for the contests of life. * * * We frequently meet the suggestion that prominent men of the past were provided with but a scanty education preparatory to a useful, influential life, and we do not reflect, as we should, that prominence is merely relative. If these men, so distinguished in our histories as revered in our memories, could be fairly brought into relation with our own times, they would possibly lose much of their preëminence. * * * Therefore we must inquire in regard to the education which we furnish as to its sufficiency for the objects which justify its mere existence. Those who regard education as a right will admit that the right is valueless unless sufficiently extensive to pay for its assertion. * * * Hence, in public schools, regarded as the people's schools, * * * it is reasonable, and indeed imperatively necessary, that a sufficiency of education should be furnished notwithstanding the fact that many will, from the necessities of their individual life, be unable to avail themselves of these advantages.

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[1] Message to the New York Legislature, 1877–'78.

A writer in the Educational Voice for November, 1877, considers the objections that have been offered against the high school in Pittsburgh, Pa., as follows:

1. It is claimed that it is an outgrowth of the extravagant notions of the last few years. This cannot be true, since the high school was established in 1855, when our people were noted as being more conservative and economical than those of any other city in the country.

2. It is said that it is properly no part of the public school system, and that it was never the intention of the founders of the free school system to furnish, at State expense, an education beyond a knowledge of the three R's. We think we can show that those who hold this view are sadly mistaken, and for evidence we refer them to the constitution of the State, and when we offer this in evidence we want it understood that it is not a document made by a ring, or by a packed convention, or by a corrupt legislature, but one ratified by the sovereign people, who at the ballot box made it the fundamental law of the Commonwealth. Article 10 says: "The general assembly shall provide for the maintenance of a thorough and efficient system of public schools, wherein all the children of this Commonwealth above the age of six years may be educated, and shall appropriate at least one million dollars each year for that purpose." Now, since the law considers all to be children who are under twenty-one years of age, it seems strange that the framers of the constitution intended children to remain fifteen years in school studying only reading, writing, and arithmetic.

3. It has been claimed that the maintenance of a high school makes the public school system expensive. The founders of the high school were of a different opinion; they believed that it would lessen the expense of the taxpayer, while it would at the same time make the system more complete and the education more thorough. Were they mistaken? Let us examine and see. If the pupils now in the high school were sent back to the ward schools they would form forty separate classes (a class in each school). These forty classes would require forty teachers, while in the high school they are taught by twenty. This would necessitate an increase of twenty teachers, and consequently an increased expenditure. * * * Each of the forty schools would require apparatus and models for illustrative teaching, while at present one set of these in the central building is amply sufficient.

4. It has been stated that persons are taxed to support the high school who are not permitted to send their children to it. This is certainly true; but it is equally true with regard to the grammar department of the ward schools. There are thousands of citizens who are from various causes compelled to take their children from the ward schools before they reach the grammar rooms, and because this is true is it to be inferred that the grammar schools should be abolished? The same argument would abolish all grades of schools. If none were to pay taxes except those who are directly benefited, it would indeed be difficult to keep the Government machinery in order. If men were to refuse to support the Army and Navy because their children were not soldiers and sailors, or if they objected to being taxed to support workhouses, jails, and penitentiaries because they had no children there, these useful institutions would soon cease to exist. The taxes for the support of schools are levied and collected on exactly the same principle: indirect benefit.

But it may be said that we must show that there is an indirect benefit to the whole people in maintaining the high school. * * * Let us compare the condition of two sections of country where the people differed on the question of education. New England early adopted the theory that it is the duty of the State to support both common and high schools, and as a result of that education she presents to-day the most prosperous, intelligent, and the freest people on the face of the globe. Can her prosperity be justly attributed to any other cause? Her climate is cold and rigid, and her soil is barren and stony, and she possesses but few of the natural advantages which are the pride of other States. Compare this section with the two Virginias, States possessing as many natural advantages as are possessed by any part of this great country, and see if the great difference in their prosperity can be attributed to any other cause than the difference of opinion of their people upon the question of education. The area of New England is 41,000 square miles, while that of Virginia is 61,000. The population of New England is over 3,000,000, while that of Virginia is but 1,500,000.

When, two centuries ago, the English commissioner of foreign plantations inquired of the colonial governors with regard to the condition of their respective settlements, the governor of Virginia replied: "I thank God there are no free schools or printing presses, and I hope we shall not have these hundred years;" while the governor of Connecticut answered, "One-fourth of the annual revenue of the colony is laid out in maintaining free schools for the education of our children." Both these policies have borne their fruits.

The same writer quotes from the pen of the late Philotus Dean as follows:

A public school system should be established for the whole people, and be good enough for the average wants of the whole people, imparting to them that average grade of skill and information which suits the age and times; in fact, be the people's educating institution. Such a system keeps pace with the passing age, commands respect as being adequate to the wants of the people, and consequently as giving an equivalent for its cost. Such a system cannot fall under the odium of caste, as between the rich and the poor, a point of importance in a true republic. Such a system, by creating a fair average state and more general equalization of intelligence, tends to prevent society from separating into widely diverse strata, in which the masses and a favored few figure as extremes of intellect and ignorance, leadership and vassalage. * * * The best check against injurious and insidious social error is a sound thinking, well instructed people.

SECONDARY INSTRUCTION ABROAD.

I present the following items respecting secondary schools in several European countries as affording material for interesting comparisons.

PRUSSIA.

According to Dr. Engel's statistics, the Kingdom of Prussia, with a population of 25,000,000, has 447 secondary schools, with 6,432 teachers and 132,612 pupils. The object of the secondary schools in Prussia is to give the foundation of a general scientific and literary culture and to develop the moral power of the student. The secondary schools are divided into Gymnasien and Progymnasien, Realschulen of the first and second order, and Höhere Bürgerschulen. They are for boys from about 9 to 18 years of age. Secondary schools for girls are still very few in number, and are almost exclusively private institutions.

The Gymnasium is at the head of all the secondary schools, and leads directly to the university, while the Realschule leads to the higher technical schools. Both the Gymnasium and the Realschule of the first rank have a nine years' course; but the Progymnasium, the Realschule of the second rank, and the Höhere Burgerschule have only a six or seven years' course, and their graduates are not entitled to matriculation in the university. The Gymnasium is intended for those who desire to study especially the ancient languages and mathematics, and whose aim is to prepare for higher situations in the service of the state or the church; the Realschule is for those who desire to study the natural sciences, mathematics, and modern languages. As the pupils of the Realschule are to become civil engineers, architects, &c., they do not pass to the university, but finish their education in the higher technical schools.

The following is an example of the course of study in a combined Gymnasium and Realschule. Students in the Realschule pursue the same course as those in the Gymnasium, except that they omit Greek entirely and substitute mathematical and scientific studies for the classical work of the last four years of the Gymnasium course.

Religion.—Religious instruction (catechism, explanation of the Bible, and church history) is given twice a week in every class by clergymen of the recognized denominations.

Latin (6 to 10 hours a week).—Grammar is taught and applied to the reading of the classics and to written exercises. The following authors are read: Cæsar; Ovid; Livy; Sallust; some of Cicero's orations, epistles, and philosophical writings; Virgil's Æneid; Horace's odes, satires, and epistles; Tacitus's Germania; Juvenal; Terence; Plautus; and Roman literature.

Greek (4 to 6 hours a week).—Grammar is completed and the following authors are read and translated: Xenophon, Homer, Herodotus, Plato, Sophocles; Greek literature.

Hebrew (2 hours a week).—This language is obligatory only for those who intend to study theology; the study comprises grammar, etymology, and reading.

German (3 to 6 hours a week).—Grammar, etymology, prosody, and literature are taught, and exercises in German composition are continued through all the classes.

French (2 to 4 hours a week).—The grammar is studied through. German pieces are translated into French, and French authors are read and translated into German and Latin. French compositions and letter writing are also practised.

Mathematics (3 to 5 hours a week).—Instruction in mathematics comprises the whole of arithmetic, algebra, geometry, planimetry, stereometry, and trigonometry.

History (2 to 3 hours a week).—General history is taught, as well as the history of Germany and Prussia and of the province in which the school is situated.

Geography (2 hours a week).—Geographical instruction includes the whole of physical, political, and mathematical geography, with map drawing in all the classes.

Natural history (2 hours a week).—Natural history comprises the general introduction and the elements of mineralogy, botany, and zoölogy.

Physics (2 hours a week).—In physics the pupils pursue a very exhaustive course of mechanics, electricity, magnetism, light, and heat.

Drawing (2 hours a week).—Free hand, geometric, and ornamental drawing is obligatory in all the classes.

Gymnastics (2 hours a week).—Obligatory in all the classes.

Singing (2 hours a week).—Obligatory in all the classes.

FRANCE.

Public schools.—The public secondary schools of France are of two kinds—lycées, or lyceums, and communal colleges. The lycées are maintained by the state. The communal colleges are maintained by the municipalities but may be aided by the state. The instruction in both is classical and modern. The latter is intended to suit the requirements of practical life by teaching the natural sciences and the modern languages instead of Greek and Latin. Alike in the lycées and in the communal colleges, all the teaching staff have to furnish guarantees of their capacity to teach the subjects intrusted to them. The guarantee generally takes the form of a university degree varying in kind and in rank according to the post to be filled by the holder.

At the end of 1865, the date embraced in the report of M. Duruy, the last report previous to M. Bardoux's, France had at work 77 lycées and 251 communal colleges. Three of the 77 lycées (those of Strassburg, Metz, and Colmar) and 15 of the 251 communal colleges have been lost to France in consequence of the war of 1870; but new ones have in the meanwhile been added, so that on the 31st of December, 1876, France had 81 lycées at work, with 5 others building, and 252 communal colleges. In 1865 the lycées had 31,321 pupils; at the end of 1876 they had 40,995 pupils, an average of 506 pupils to each lycée, about one half of whom are boarders and the other half day scholars. The communal colleges had in 1865 a total number of 32,881 pupils; at the end of 1876 they had 38,236 pupils, with an average of 152 for each college. These 81 great secondary schools of the first class and 252 of the second all have a public character and are subject to public inspection.

The modern or special instruction in these schools is constantly growing. The lycées are the stronghold of the classics, yet in the lycées the number of boys on the modern side or department had risen from 5,002 in 1865 to 8,628 in 1876. The teaching of the natural sciences, of geography, modern history, literature, and languages, is being continually strengthened. In the communal colleges the development of the modern department is much greater still. Of the 38,236 pupils in these colleges at the end of 1876, 9,232 are little boys, not yet going beyond primary instruction; of the remainder, 14,992 are in the classical department and 14,012 in the modern department. The number of teacherships for the modern languages has more than doubled in these colleges since 1865.

Private schools.—The private secondary schools in France are of two kinds, lay and ecclesiastical. There were 803 of them in 1876, against 935 in 1865 and 1,081 in 1854. It is in the lay establishments that the diminution has taken place. The lay private schools had in 1865 43,009 pupils to the 34,897 of their ecclesiastical rivals. The proportion is now reversed, and the ecclesiastical private schools have 46,816 pupils while the lay private schools have but 31,249.

The ecclesiastical schools are either under episcopal control, or they belong to one of the teaching orders, among whom the Jesuits have the chief place. The former schools have nearly 12,300 pupils, while the latter have nearly 20,000.

Schools for girls.—The absence of public secondary schools for girls in France has often been regretted by educators visiting that country. The want is to be supplied at once.

BELGIUM.

Belgium had, in 1875, 198 secondary schools, viz: 10 royal athenæums, 50 state middle class schools, 31 communal colleges aided by the state, 3 communal colleges entirely sustained by the municipalities, 84 colleges under the control of the clergy and religious orders, and 20 private institutions under the control of the laity. The total number of pupils in 1875 was 17,881, of whom 13,454 were attending state institutions.

The royal athenæums occupy the highest rank among the secondary schools. They include two sections, one for classical instruction which corresponds to the German Gymnasium, and one for industrial education corresponding to the German Realschule. The classical course lasts six years and the industrial course four years.

ENGLAND.

Secondary education in England was not affected by the elementary education act of 1870. It is carried on in the great endowed schools and in private institutions. At the head of the endowed schools—in England styled public schools—are Eton, Rugby, Winchester, Westminster, Charterhouse, Harrow, Shrewsbury, St. Paul's School, and Merchant Taylor's School, with a total of about 3,000 pupils. Besides these there are 2,160 endowed and private schools, 1,254 of which are called institutes, 603 grammar schools, 153 colleges, 92 academies, and 58 classical and commercial schools.

The term "public schools" applied to the above named institutions is not to be construed as in this country. The public schools of England do not give gratuitous instruction to their pupils, as do the schools called public in the United States. The Queen's letter appointing the royal commission to inquire into the condition of public secondary schools in 1861, named Eton, Winchester, Rugby, Westminster, Charterhouse, Harrow, Shrewsbury, St. Paul's School, and Merchant Taylor's School. The reasons, probably, which suggested this selection were, that the nine named foundations had in the course of centuries emerged from the mass of endowed grammar schools, and had made for themselves a position which entitled them to be placed in a distinct category and classed as "public schools." These nine have certain features in common distinguishing them from the ordinary grammar schools which exist in almost every country town in England. Many of these latter are now waking up to the requirements of the new time and following the example of their more illustrious sisters. The most notable examples of this revival are such schools as those at Sherborne, Giggleswick, and Tunbridge Wells, which, while remodelling themselves on the lines laid down by the public schools commissioners, are to some extent providing a training more adapted to the means and requirements of the middle classes than can be found at any of the nine public schools. The modern foundations—Marlborough, Haileybury, Uppingham, Rossall, Clifton, Cheltenham, Radley, Malvern, and Wellington College—are schools which have taken their place in the first rank, and, while following reverently the best traditions of the older foundations, are in some respects setting them an example of what the public schools may become.

In order to get a clear idea of the secondary schools which are commonly called public in England, these three classes must be kept in mind: the nine old foundations recognized by the royal commission of 1861; the old foundations which have remained local grammar schools until within the last few years but are now enlarging their bounds; and, lastly, the modern foundations which started from the first as public schools, professing to adapt themselves to the new circumstances and requirements of modern English life. The public schools of England fall under one of these three categories.

In view of the inadequacy of the present organization and condition of secondary education in England, strenuous efforts are now made by men of great ability and influence to bring about a change, and to establish a system similar to that inaugurated for elementary education by the act of 1870.

Not less noteworthy is the energetic and wide spread movement in favor of secondary education for women. Prominent in this movement is the National Union for Improving the Education of Women, which, among other objects, strives to promote the establishment of secondary schools for girls.

TABLE VII.—PREPARATORY SCHOOLS.

Detailed statistics of preparatory schools will be found in Table VII of the appendix. The following is a comparative statement of the statistics of these schools as reported to the Bureau for 1873, 1874, 1875, 1876, and 1877:

	1873.	1874.	1875.	1876.	1877.
Number of institutions	86	91	102	105	114
Number of instructors	690	697	746	736	796
Number of students	12, 487	11, 414	12, 954	12, 369	12, 510

TABLE VII.—*Summary of statistics of preparatory schools.*

States.	Number of schools.	Number of instructors.	Number of students.				
			Preparing for classical course in college.	Preparing for scientific course in college.	Other students.	Entered college since the close of last academic year.	Entered scientific school since close of last academic year.
California	5	36	44	67	422	14	5
Colorado	1	3	4	....	20	....	....
Connecticut	6	51	363	107	540	46	11
Georgia	1	2	....	....	53	....	....
Illinois	3	25	76	57	67	10	4
Indiana	1	3	*a*40	....	....	1	....
Iowa	2	8	20	....	99	1	....
Maine	7	26	271	8	340	62	1
Maryland	2	14	14	2	239	6	1
Massachusetts	21	142	*a*1, 231	180	914	181	30
New Hampshire	5	36	421	20	181	72	8
New Jersey	4	24	49	29	198	....	31
New York	20	179	621	205	1, 791	112	35
Ohio	6	80	347	68	474	59	8
Pennsylvania	9	55	175	77	656	30	8
Rhode Island	5	42	174	30	435	18	2
South Carolina	2	5	36	12	116	....	....
Tennessee	1	5	20	30	30	112	....
Texas	1	14	10	15	250	4	....
Vermont	3	8	9	....	92	4	1
Virginia	5	16	*a*159	22	110	15	3
Wisconsin	4	22	*a*176	60	234	23	8
Total	114	796	4, 260	989	7, 261	770	156

a Includes a number of students preparing for both courses.

TABLE VII.—*Summary of statistics of preparatory schools*—Continued.

States.	Libraries.		Property, income, &c.			
	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
California	5, 211	311	$171, 000	....	....	$9, 500
Colorado	2, 000	20	....	....	....	1, 500
Connecticut	9, 400	345	435, 000	$148, 500	$10, 150	12, 550
Georgia	0	0	10, 000	....	....	....
Illinois	3, 400	150	42, 000	....	....	3, 633
Indiana	0	0	300	0	....	....
Iowa	7, 900	200	65, 000	13, 000	1, 300	3, 373
Maine	1, 645	200	109, 500	62, 000	3, 450	14, 213
Maryland	2, 300	50	64, 500	....	....	15, 000
Massachusetts	22, 070	600	750, 950	279, 600	21, 121	143, 538
New Hampshire	7, 637	24	210, 000	252, 588	14, 291	8, 470
New Jersey	275	5	136, 000	20, 000	2, 400	7, 697
New York	14, 421	363	1, 101, 008	82, 493	5, 487	50, 864
Ohio	26, 100	50	633, 000	120, 000	8, 887	41, 009
Pennsylvania	8, 675	280	355, 500	60, 000	4, 200	37, 602
Rhode Island	3, 500	125	246, 000	101, 000	6, 000	30, 449
South Carolina	1, 200	400	25, 000	....	300	1, 100
Tennessee	....	....	4, 000	....	....	2, 200
Texas	1, 000	....	....	....	....	....
Vermont	1, 250	40	55, 000	10, 000	600	1, 300
Virginia	4, 750	50	58, 000	....	....	16, 000
Wisconsin	3, 300	150	120, 000	8, 000	400	8, 078
Total	126, 034	3, 363	4, 591, 758	1, 157, 181	78, 586	408, 081

TABLE VIII.—SUPERIOR INSTRUCTION OF WOMEN.

Statistics in detail of schools for the superior instruction of women will be found in Table VIII of the appendix. The following is a comparative summary of institutions, instructors, and pupils from 1870 to 1877, inclusive:

•	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.
Number of institutions	33	136	175	205	209	222	225	220
Number of instructors	378	1, 163	1, 617	2, 120	2, 285	2, 405	2, 404	2, 305
Number of students	5, 337	12, 841	11, 288	24, 613	23, 445	23, 795	23, 856	23, 022

I would also invite attention to the following summary by States:

TABLE VIII.—*Summary of statistics of insti*

States.	Number of institutions.	Corps of instruction.			Number of instructors in preparatory department.	Students.
		Total.	Male.	Female.		Number in preparatory department.
Alabama	10	78	19	59	14	211
California	2	7	3	4	25	46
Connecticut	3	27	4	23	2	50
Delaware	1	13	4	9	1	49
Georgia	17	100	40	60	15	474
Illinois	10	96	19	77	9	248
Indiana	2	16	3	13	2	30
Iowa	2	25	2	23	....	....
Kansas	1	9	2	7	9	47
Kentucky	21	*b*151	43	93	24	764
Louisiana	4	18	3	15	2	57
Maine	2	16	9	7	....	....
Maryland	6	55	10	45	....	28
Massachusetts	10	160	46	114	4	224
Michigan	2	15	4	11	2	33
Minnesota	2	15	2	13	....	....
Mississippi	7	50	12	38	9	346
Missouri	13	109	22	87	17	366
New Hampshire	4	32	8	24	....	355
New Jersey	5	55	19	36	1	15
New York	15	243	50	193	54	645
North Carolina	9	87	26	61	21	243
Ohio	12	129	30	99	8	136
Oregon	1	12	2	10	....	30
Pennsylvania	13	149	47	102	13	331
South Carolina	3	24	7	17	3	81
Tennessee	18	*b*131	36	83	20	514
Texas	8	57	16	41	10	223
Vermont	1	13	6	7	....	....
Virginia	12	102	42	60	10	190
West Virginia	1	10	3	7	....	....
Wisconsin	3	24	7	17	2	225
Total	220	2,028	546	1,455	277	5,961

a Classification not reported in all cases.

tutions for the superior instruction of women.

Students.				Number of institutions authorized by law to confer collegiate degrees.	Libraries.		Property, income, &c.			
Number in collegiate department.			Total number in all departments.		Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
In regular course.	In special or partial course.	Graduate students.								
622	39	21	*a*963	8	9, 675	25	$427, 000	....	....	$21, 050
72	7	......	*a*363	1	2, 500	....	1, 500	....	....	5, 000
50	......	4	*a*230	....	1, 900	100	118, 000	....	....	2, 500
37	0	0	86	1	1, 300	0	50, 000	$0	$0	3, 500
886	33	48	1, 441	17	12, 180	400	428, 500	....	....	38, 800
548	196	11	*a*1, 120	8	10, 625	245	565, 000	8, 000	....	42, 869
53	6	0	*a*149	1	1, 300	....	70, 000	0	0	11, 200
....	......	......	200	1	2, 700	100	25, 000	....	....	5, 000
31	2	1	81	1	703	20	100, 000	0	0	2, 938
922	18	19	*a*2, 146	15	10, 950	303	418, 000	....	....	50, 510
93	1	1	237	3	800	100	86, 000	20, 000	1, 600	2, 100
50	46	......	*a*313	2	3, 050	100	83, 000	65, 000	4, 000	7, 500
172	9	15	*a*398	3	8, 378	....	78, 500	20, 000	....	....
784	131	7	*a*1, 250	2	38, 106	1, 455	1, 315, 000	495, 000	32, 900	74, 538
112	6	2	153	1	1, 130	45	25, 000	....	....	8, 000
44	......	......	*a*153	1	1, 100	....	20, 000	....	....	3, 000
386	31	4	*a*815	6	5, 760	460	152, 000	....	....	39, 460
623	95	22	*a*1, 171	11	5, 400	30	277, 500	20, 000	1, 600	43, 440
88	60	1	*a*649	3	2, 700	73	122, 000	111, 200	5, 870	4, 190
45	4	4	*a*436	2	3, 700	25	345, 000	....	....	11, 000
904	82	20	*a*2, 447	2	28, 912	604	1, 298, 639	40, 400	4, 424	184, 228
352	28	12	*a*852	6	6, 150	50	319, 000	5, 500	330	27, 500
766	138	20	*a*1, 097	5	16, 793	65	825, 000	....	....	34, 951
71	10	......	111	....	550	50	30, 000	....	....	....
417	120	10	*a*1, 203	6	17, 225	400	799, 000	41, 950	2, 675	53, 582
217	......	1	299	3	800	100	50, 000	1, 000	60	4, 500
994	76	22	*a*2, 016	18	27, 060	1, 040	492, 500	30, 000	2, 100	56, 401
439	12	4	*a*778	7	1, 385	235	112, 500	6, 000	500	15, 147
56	45	1	*a*147	1	800	....	80, 000	2, 000	120	2, 900
559	15	1	*a*1, 071	11	3, 400	275	36, 000	....	....	37, 260
120	......	......	120	1	....	....	....	....	....	....
172	127	3	527	3	4, 900	1, 600	146, 000	0	0	27, 000
10, 685	1, 337	254	*a*23, 022	150	231, 932	7, 900	8, 895, 639	866, 050	56, 179	820, 064

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b Sex not reported in all cases.

Several of the institutions in Table VIII did not report completely; for example, one of the two Indiana schools reporting did not state how many of its 60 students were in preparatory, regular, special, or graduate courses of study. This is so frequently the case that the column giving the total number of students in all departments of these colleges is greatly lessened in value.

I have, therefore, caused the accompanying graphic to be prepared, so as to emphasize the necessity for making complete reports; many States appear in it to great disadvantage simply because the presidents of the women's colleges in such States did not answer all the queries necessary.

Degrees conferred by institutions for the superior instruction of women.

States.	Number of degrees.	States.	Number of degrees.
Alabama	44	New Hampshire	18
Delaware	19	New Jersey	4
Georgia	113	North Carolina	25
Illinois	25	Ohio	19
Indiana	7	Pennsylvania	14
Kansas	7	South Carolina	20
Kentucky	52	Tennessee	131
Louisiana	8	Texas	23
Maine	14	Vermont	3
Maryland	9	Virginia	23
Minnesota	9	Wisconsin	12
Mississippi	42		
Missouri	11	Total	652

TABLE IX.—UNIVERSITIES AND COLLEGES.

The following is a statement of the aggregate number of this class of institutions, with instructors and students, as reported to this Bureau each year from 1870 to 1877, inclusive:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.
Number of institutions	266	290	298	323	343	355	356	351
Number of instructors	2, 823	2, 962	3, 040	3, 106	3, 783	3, 999	3, 920	3, 998
Number of students	49, 163	49, 827	45, 617	52, 053	56, 692	58, 894	56, 481	57, 334

Diagram No. 4,

Showing the percentage to total number of students in colleges for women of the—

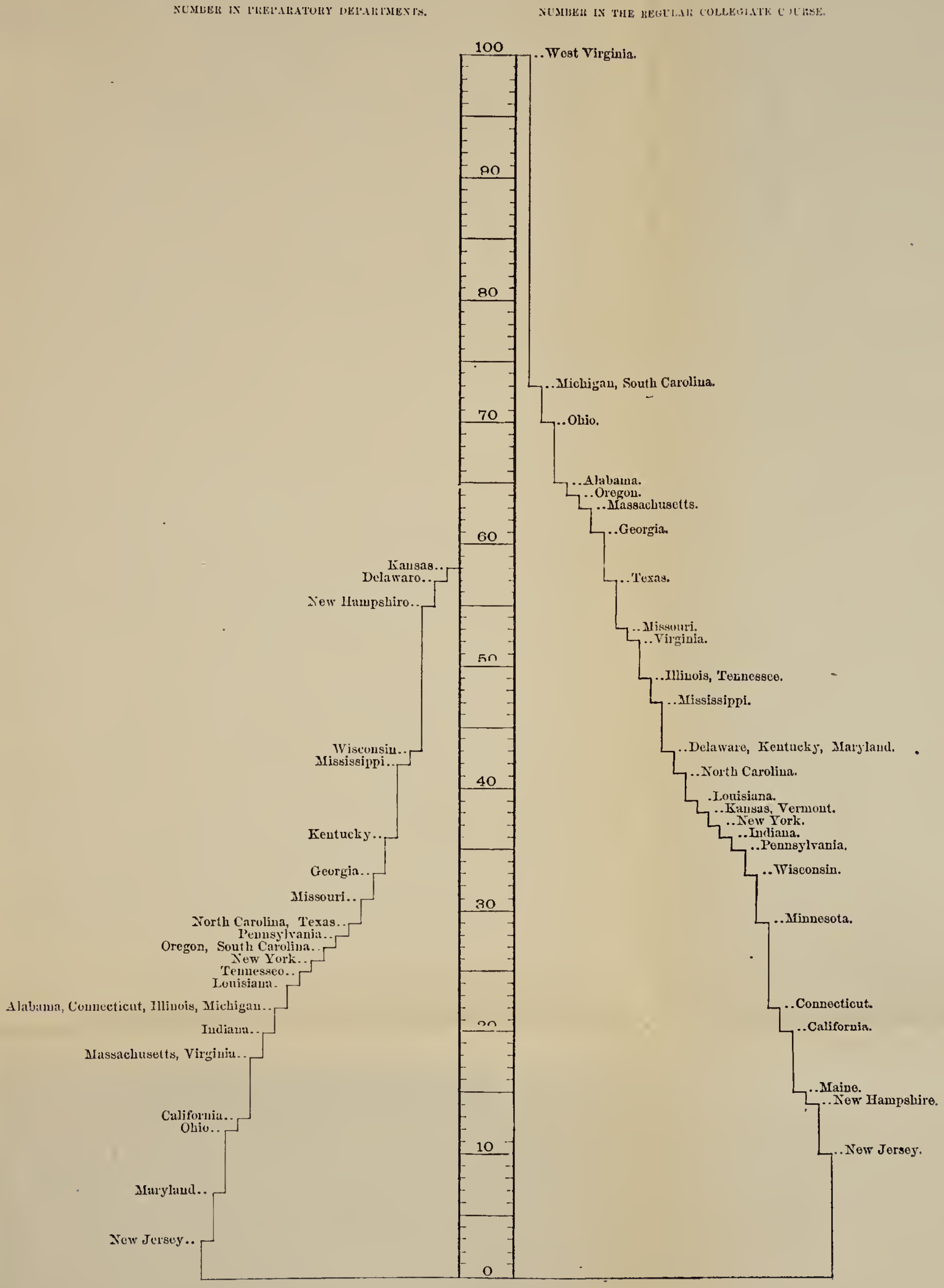


TABLE IX.—*Summary of statistics of universities and colleges.*

States and Territories.	Number of universities and colleges reporting.	Number reporting date of charter.	Number not reporting date of charter.	Number reporting only preparatory students.	Number reporting collegiate students.	Number not reporting classification of students.	Number not reporting students.	Number not reporting libraries.	Years in course.				
									Number not reporting.	Number four years.	Number three years.	Number over four years.	Number having only elective courses.
Alabama	4	4	0	0	4	0	0	0	0	1	0	3	0
Arkansas	4	4	0	0	4	0	0	1	0	3	1	0	0
California	13	13	0	1	10	1	1	2	2	10	0	1	0
Colorado	2	1	1	1	1	0	0	2	1	1	0	0	0
Connecticut	3	3	0	0	3	0	0	0	0	3	0	0	0
Delaware	1	1	0	0	1	0	0	0	0	1	0	0	0
Georgia	7	6	1	0	6	0	1	1	1	4	0	1	1
Illinois	28	26	2	1	26	1	0	4	0	26	0	2	0
Indiana	17	14	3	2	15	0	0	2	1	15	0	1	0
Iowa	18	16	2	0	18	0	0	2	0	17	0	1	0
Kansas	8	8	0	2	6	0	0	1	0	6	1	0	1
Kentucky	13	13	0	0	13	0	0	2	0	8	0	4	1
Louisiana	6	6	0	1	3	0	2	2	1	4	0	1	0
Maine	3	3	0	0	3	0	0	0	0	3	0	0	0
Maryland	8	8	0	1	6	0	1	0	1	5	0	1	1
Massachusetts	7	7	0	1	6	0	0	1	0	7	0	0	0
Michigan	9	9	0	0	8	0	1	2	1	7	0	1	0
Minnesota	5	4	1	0	3	0	2	2	1	3	0	1	0
Mississippi	4	4	0	0	4	0	0	0	1	3	0	0	0
Missouri	16	16	0	4	12	0	0	3	2	8	1	5	0
Nebraska	4	3	1	1	2	0	1	1	1	3	0	0	0
Nevada	1	0	1	1	0	0	0	1	1	0	0	0	0
New Hampshire	1	1	0	0	1	0	0	0	0	1	0	0	0
New Jersey	4	3	1	0	4	0	0	0	0	2	0	2	0
New York	26	26	3	0	26	0	0	2	0	22	0	4	0
North Carolina	8	6	2	1	6	0	1	1	2	5	0	1	0
Ohio	32	31	1	2	30	0	0	5	1	26	1	4	0
Oregon	6	6	0	0	5	0	1	1	1	4	0	1	0
Pennsylvania	27	26	1	2	25	0	0	3	1	21	0	5	0
Rhode Island	1	1	0	0	1	0	0	0	0	1	0	0	0
South Carolina	6	6	0	0	6	0	0	1	0	5	0	0	1
Tennessee	21	21	0	1	19	0	1	6	1	16	1	3	0
Texas	10	8	2	3	7	0	0	1	1	8	0	1	0
Vermont	3	3	0	0	3	0	0	0	0	3	0	0	0
Virginia	7	7	0	0	7	0	0	0	0	2	2	0	3
West Virginia	3	3	0	0	3	0	0	0	0	3	0	0	0
Wisconsin	9	9	0	0	9	0	0	0	0	9	0	0	0
Dist. of Columbia	4	4	0	0	4	0	0	0	0	4	0	0	0
Utah	1	1	0	1	0	0	0	0	1	0	0	0	0
Washington	1	0	1	1	0	0	0	0	1	0	0	0	0
Total	351	328	23	27	310	2	12	49	23	270	7	43	8

TABLE IX.—*Summary of statistics of*

States and Territories.	Number of universities and colleges.	Preparatory department.						Number of students unclassified.	Collegiate department.						
		Number of instructors.	Students.						Corps of instruction.	Whole number of students.	Students in classical course.		Students in scientific course.		Number of graduate students.
			Total.	Male.	Female.	Preparing for classical course.	Preparing for scientific course.				Male.	Female.	Male.	Female.	
Alabama	4	2	98	98	.....	25	10	50	49	390	......	......	......	.....	...
Arkansas	4	3	259	164	95	63	28	.....	16	100	1	5	......	.....	...
California	13	22	905	679	226	140	437	754	168	828	319	90	170	88	69
Colorado	2	3	*a*114	34	30	30	10	.....	4	3	......	......	......	.....	...
Connecticut	3	....	0	0	0	0	0	.....	55	853	815	3	28	.....	68
Delaware	1	4	67	33	34	.....	.....	.....	6	35	5	......	11	13	2
Georgia	7	4	149	118	31	65	8	.....	49	457	264	36	9	.....	1
Illinois	28	67	*a*3, 346	2, 131	954	958	1, 037	147	241	1, 731	784	154	279	116	7
Indiana	17	41	1, 583	1, 013	570	437	448	30	146	1, 503	645	133	191	86	42
Iowa	18	45	*a*2, 317	1, 353	840	618	662	189	135	993	436	173	149	129	49
Kansas	8	9	750	507	243	309	237	.....	43	175	50	9	67	49	1
Kentucky	13	17	820	595	225	241	169	.....	94	875	278	80	99	60	18
Louisiana	6	8	356	265	91	.....	.....	.....	27	52	24	......	4	.....	...
Maine	3	....	......	......	.....	.....	.....	.....	28	373	327	15	31	.....	3
Maryland	8	18	347	339	8	175	169	.....	58	301	214	16	20	10	9
Massachusetts	7	7	300	300	.....	300	.....	.....	131	1, 573	1, 515	25	27	6	67
Michigan	9	21	773	489	284	250	275	....	104	765	371	95	201	85	16
Minnesota	5	1	497	337	160	109	69	110	53	170	90	9	33	15	2
Mississippi	4	10	528	501	27	105	111	.....	24	283	188	3	7	1	16
Missouri	16	46	*a*1, 471	887	281	330	401	40	154	720	291	44	45	60	22
Nebraska	4	6	384	214	170	110	100	.....	21	94	26	8	9	10	...
Nevada	1	1	32	18	14	.....	.....	.....	.....	......	......	......	......	.....	...
New Hampshire	1	....	......	......	.....	.....	.....	.....	20	315	246	......	69	.....	..
New Jersey	4	....	......	......	.....	.....	.....	.....	62	769	546	......	124	.....	45
New York	26	88	2, 895	2, 393	502	849	357	.....	471	3, 150	1, 648	305	825	195	44
North Carolina	8	9	465	366	99	206	85	.....	44	474	280	......	94	.....	1
Ohio	32	76	*a*3, 246	2, 269	913	949	759	231	292	2, 662	*b*1, 009	123	299	194	23
Oregon	6	8	559	299	260	136	114	.....	24	311	90	58	75	88	2
Pennsylvania	27	42	*a*1, 865	1, 309	391	633	329	4	293	1, 984	1, 246	117	392	86	79
Rhode Island	1	...	0	0	0	0	0	.....	17	235	......	......	......	.....	...
South Carolina	6	4	221	221	.....	96	78	.....	42	354	209	......	72	.....	..
Tennessee	21	43	1, 634	1, 271	363	375	344	.....	133	1, 219	450	48	297	52	15
Texas	10	27	*a*921	446	275	151	246	.....	58	724	194	16	18	4	4
Vermont	3	....	......	......	.....	.....	.....	.....	26	186	162	9	13	2	...
Virginia	7	3	75	75	.....	43	13	.....	74	891	164	......	......	.....	1
West Virginia	3	3	113	107	6	57	56	.....	33	166	93	......	38	....	1
Wisconsin	9	24	*a*911	625	81	363	433	79	81	720	352	50	148	84	4
Dist. of Columbia	4	9	260	253	7	132	.....	.....	43	156	105	......	10	.....	...
Utah	1	3	188	103	85	.....	.....	.....	.....	......	......	......	......	.....	...
Washington	1	1	50	50	....	20	.....	....	4	......	......	......	......	.....	...
Total	351	675	*a*28, 499	19, 862	7, 265	8, 275	6, 985	1, 634	3, 323	26, 590	13, 437	1, 624	3, 854	1, 433	611

a Sex not reported in all cases.

universities and colleges—Continued.

Volumes in libraries.			Property, income, &c.					
Number in college libraries.	Increase in the last collegiate year.	Number in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.
13, 750	220	5, 600	$480, 000	$312, 000	$24, 600	$10, 000	....	....
865	....	....	42, 000	19, 000	1, 850	5, 600	....	....
45, 904	1, 834	8, 480	1, 423, 000	862, 000	10, 900	108, 459	....	....
....	....	....	130, 000	....	8, 000	....	$7, 500	....
125, 693	979	20, 000	556, 384	638, 057	39, 318	68, 008	....	....
6, 000	50	3, 000	75, 000	83, 000	4, 980	600	0	....
30, 200	1, 375	11, 300	620, 000	467, 202	35, 935	23, 250	13, 000	$2, 000
97, 725	1, 160	17, 250	2, 568, 000	2, 022, 000	114, 887	91, 669	....	23, 000
53, 428	1, 146	12, 432	1, 002, 500	847, 412	54, 200	20, 100	23, 000	22, 000
38, 390	2, 312	8, 347	923, 000	624, 642	55, 067	36, 274	11, 864	10, 000
18, 230	1, 350	1, 480	544, 000	46, 000	3, 913	19, 080	26, 275	12, 000
36, 001	1, 211	13, 500	806, 000	746, 000	46, 834	38, 349	240	10, 000
5, 025	300	1, 500	185, 000	....	....	....	....	....
36, 200	968	15, 900	505, 000	560, 000	35, 400	20, 734	....	118, 000
25, 146	2, 341	4, 400	200, 500	3, 027, 570	181, 734	6, 590	32, 265	600
250, 491	3, 711	17, 018	1, 200, 000	4, 307, 491	275, 549	206, 107	1, 028	246, 000
43, 000	1, 172	3, 750	1, 123, 000	438, 528	80, 963	6, 162	....	120, 000
18, 008	3, 062	1, 210	286, 136	437, 260	26, 821	5, 026	19, 000	5, 600
8, 877	659	4, 000	547, 405	55, 000	1, 850	3, 730	34, 321	....
71, 350	2, 140	11, 400	1, 229, 000	722, 000	128, 607	83, 705	....	63, 200
2, 750	250	200	220, 000	20, 000	....	5, 700	20, 000	200
....	....	....	....	....	....	....	....	....
54, 835	....	....	100, 000	450, 000	25, 000	21, 400	1, 000	100, 000
57, 300	2, 000	24, 980	1, 420, 000	1, 313, 667	79, 003	48, 608	6, 960	90, 600
237, 184	6, 452	15, 700	6, 589, 848	3, 725, 281	448, 080	341, 374	150, 564	320, 077
22, 500	125	34, 700	512, 000	168, 800	10, 040	21, 980	7, 500	....
227, 974	3, 410	40, 375	2, 724, 716	1, 681, 458	168, 500	80, 521	23, 000	261, 274
3, 100	55	1, 875	263, 000	121, 782	10, 900	8, 038	5, 000	40, 000
138, 790	9, 731	74, 306	4, 254, 500	1, 593, 000	118, 870	142, 530	....	122, 000
50, 000	459	....	....	632, 527	40, 364	27, 881	....	64, 225
43, 000	50	7, 700	722, 000	486, 000	39, 200	4, 000	42, 100	55, 000
34, 037	728	9, 750	1, 337, 500	1, 193, 300	76, 818	41, 502	....	37, 670
11, 985	1, 150	4, 525	342, 000	65, 000	2, 200	34, 900	....	....
34, 700	1, 728	....	369, 100	205, 250	14, 413	5, 190	....	12, 000
73, 600	600	19, 200	1, 425, 562	364, 700	24, 222	49, 901	30, 000	94, 000
8, 090	310	3, 500	290, 000	147, 000	9, 800	4, 496	12, 000	....
41, 726	2, 085	6, 050	913, 250	725, 000	54, 767	75, 922	42, 360	7, 500
44, 000	1, 250	3, 000	760, 000	140, 000	4, 319	10, 236	....	4, 600
2, 597	....	....	....	....	....	2, 500	5, 000	....
500	50	....	....	....	....	....	....	....
2, 012, 951	56, 423	406, 428	36, 689, 401	29, 247 927	2, 257, 904	1, 680, 122	513, 977	1, 841, 546.

b Also 505 sex not given.

Statistical summary of number of students in institutions for superior instruction (not including students in preparatory departments).

States and Territories.	Number of students in colleges.	Number of students in schools of science.	Number of students in schools for the superior instruction of women.	Total number of students reported in these institutions.
Alabama	390	167	752	1, 309
Arkansas	100	90	....	190
California	897	202	317	1, 416
Colorado	3	16	....	19
Connecticut	921	230	180	1, 331
Delaware	37	....	37	74
Florida	....	....	0	....
Georgia	458	198	967	1, 623
Illinois	1, 738	233	872	2, 843
Indiana	1, 545	18	119	1, 682
Iowa	1, 042	302	200	1, 544
Kansas	176	140	34	350
Kentucky	893	110	1, 382	2, 385
Louisiana	52	....	180	232
Maine	376	118	313	807
Maryland	310	406	370	1, 086
Massachusetts	1, 640	564	1, 026	3, 230
Michigan	781	154	120	1, 055
Minnesota	172	....	153	325
Mississippi	299	....	469	768
Missouri	742	86	805	1, 633
Nebraska	94	13	....	107
New Hampshire	315	101	294	710
New Jersey	814	189	421	1, 424
New York	3, 194	1, 480	1, 802	6, 476
North Carolina	475	76	609	1, 160
Ohio	2, 685	149	961	3, 795
Oregon	313	49	81	443
Pennsylvania	2, 063	982	872	3, 917
Rhode Island	235	43	....	278
South Carolina	354	37	218	609
Tennessee	1, 234	....	1, 502	2, 736
Texas	728	331	555	1, 614
Vermont	186	19	147	352
Virginia	892	394	881	2, 167
West Virginia	167	44	120	331
Wisconsin	724	9	302	1, 035
District of Columbia	156	....	....	156
Total	27, 201	6, 950	17, 061	51, 212

Summary of college entrance examinations in 1877.

Name.	Location.	Total number of candidates.	Number admitted.					Number rejected for deficiency in—				
			Without conditions.	Conditioned in—				Latin.	Greek.	Mathematics.	History and geography.	Two or more subjects of examination.
				Latin.	Greek.	Mathematics.	History and geography.					
Trinity College	Hartford, Conn	47	9	19	18	26	*a*24	2	2	3	*a*1	3
Wesleyan University	Middletown, Conn	62	4	29	36	52	11	....	....	....	....	2
Illinois Wesleyan University	Bloomington, Ill	75	50	0	0	0	0	....	....	....	....	25
Carthage College	Carthage, Ill	85	75	5	3	4	0	2	0	0	0	3
Indiana University	Bloomington, Ind	58	53	5	0	5	*b*3	0	0	0	0	0
Concordia College	Fort Wayne, Ind	40	35	4	....	...	1	....	....	....	....	3
Franklin College	Franklin, Ind	9	4	....	4	1	....	....	....	....	....	....
Earlham College	Richmond, Ind	17	9	8	(*c*)	3	*b*4	4	(*c*)	1	*d*3	4
Parsons College	Fairfield, Iowa	18	9	4	0	3	1	2	0	0	1	1
Cornell College	Mt. Vernon, Iowa	55	27	....	....	....	....	....	....	....	....	....
Central University of Iowa	Pella, Iowa	18	16	....	2	....	....	4	6	....	....	4
Lane University	Lecompton, Kans	21	0	21	1	21	21	0	0	0	0	0
Centre College	Danville, Ky	44	34	3	7	4	0	....	....	....	....	....
Concord College	New Liberty, Ky	67	25	2	....	28	12	....	....	4	6	....
Jefferson College, St. Mary's	St. James Parish, La.	37	......	(15)		....	*e*22	....	....	....	....	....
Bowdoin College	Brunswick, Me	64	20	7	17	13	....	1	1	1	....	5
St. John's College	Annapolis, Md	25	......	2	7	....	....	....	....	....	....	....
Loyola College	Baltimore, Md	104	......	(64)		....	....	0	0	0	0	0
Amherst College	Amherst, Mass	112	26	39	32	45	51	....	....	....	....	5
Tufts College	College Hill, Mass	23	5	10	6	7	6	0	0	0	0	0
Kalamazoo College	Kalamazoo, Mich	8	2	1	3	1	....	....	....	....	....	....
Carleton College	Northfield, Minn	18	5	6	6	6	3	0	0	0	0	0
Washington University	St. Louis, Mo	9	3	1	1	4	0	0	0	0	0	0
Doane College	Crete, Nebr	6	2	2	2	....	....	....	....	....	....	....
Rutgers College	New Brunswick, N. J	59	24	2	11	21	6	*f*1	*f*1	*f*1	*f*1	*f*1
College of New Jersey	Princeton, N. J	177	69	47	37	50	17	16	14	17	11	20
St. Stephen's College	Annandale, N. Y	20	15	3	4	3	0	0	0	0	0	0
Brooklyn Collegiate and Polytechnic Institute.	Brooklyn, N. Y	79	28	14	0	12	3	3	0	12	8	10
St. Lawrence University	Canton, N. Y	19	12	1	2	5	2	0	0	2	0	2
Hobart College	Geneva, N. Y	16	9	3	6	3	0	0	1	0	0	1
Madison University	Hamilton, N. Y	24	14	3	2	8	....	4	4	4	....	4
College of St. Francis Xavier	New York, N. Y	65	38	1	2	5	....	10	9	....	....	10
Columbia College	New York, N. Y	100	23	34	27	44	12	....	....	....	....	....
University of Rochester	Rochester, N. Y	36	28	4	3	4	8	....	....	....	....	....
Union College	Schenectady, N. Y	*g*66	29	12	14	26	0	....	....	....	....	....
University of North Carolina	Chapel Hill, N. C	90	75	11	3	....	16	....	....	....	....	....
North Carolina College	Mt. Pleasant, N. C	4	0	0	2	4	2	0	0	0	0	....
Wake Forest College	Wake Forest, N. C	*h*40	......	....	....	....	....	....	....	....	....	....
Buchtel College	Akron, Ohio	18	10	5	0	3	0	0	0	0	0	0
Baldwin University	Berea, Ohio	35	25	4	3	3	1	5	3	2	2	4
Hebrew Union College	Cincinnati, Ohio	12	10	....	....	....	....	....	....	....	....	....

a In English, history, and geography. *b* Conditioned in history. *c* Not required. *d* For deficiency in history. *e* Includes those admitted to "commercial course." *f* Number deficient; no student was rejected for a single deficiency. *g* Number admitted. *h* 34 of these were admitted.

Summary of college entrance examinations in 1877—Continued.

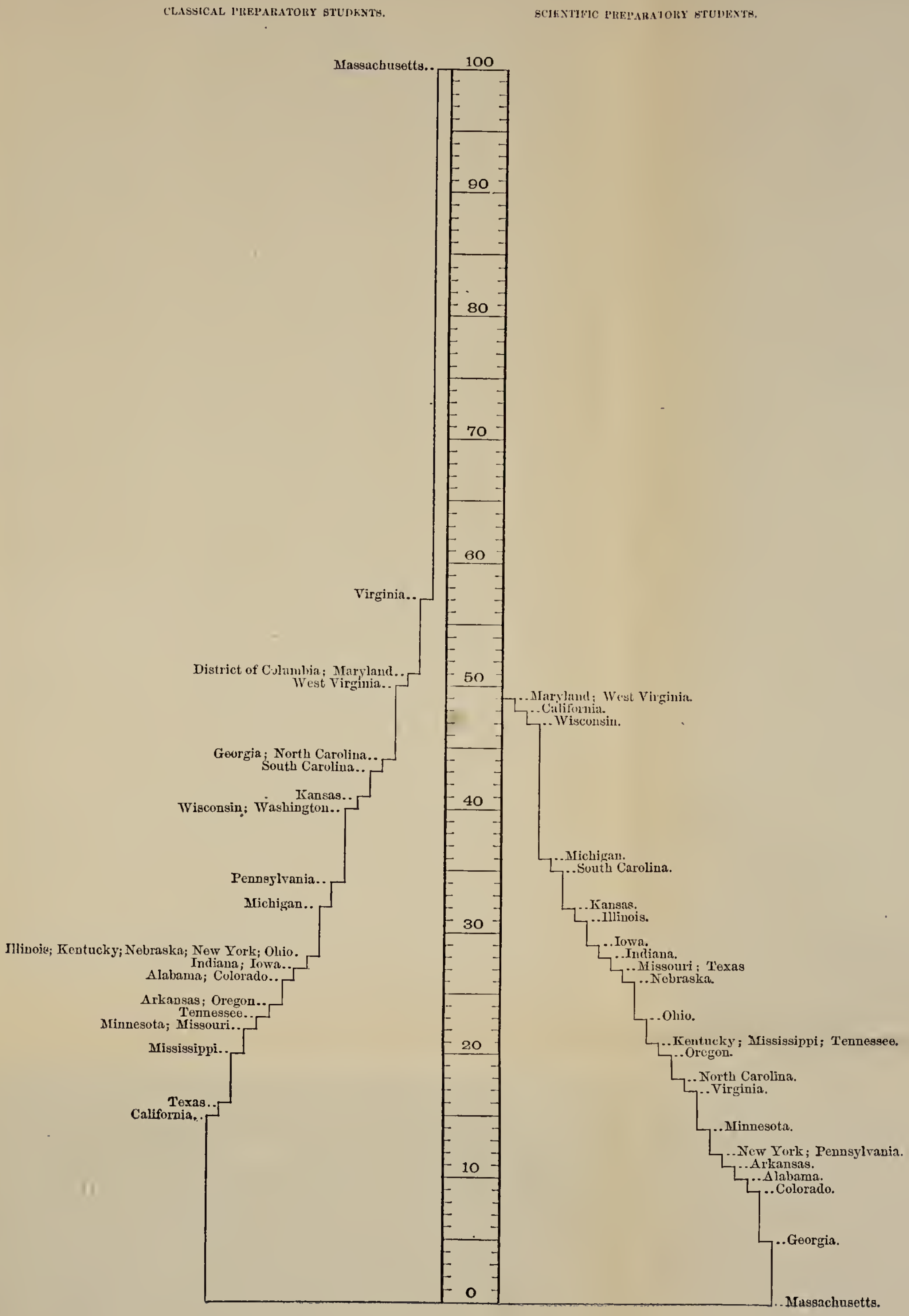
Name.	Location.	Total number of candidates.	Number admitted.					Number rejected for deficiency in—				
			Without conditions.	Conditioned in—								
				Latin.	Greek.	Mathematics.	History and geography.	Latin.	Greek.	Mathematics.	History and geography.	Two or more subjects of examination.
St. Xavier College	Cincinnati, Ohio	285	271	....	....	....	....	....	....	....	....	....
Kenyon College	Gambier, Ohio	17	2	3	4	11	8	4	4	4	....	4
Denison University	Granville, Ohio	20	17	....	2	1	....	....	....	....	....	....
Marietta College	Marietta, Ohio	21	10	1	6	7	0	0	0	0	0	0
Urbana University	Urbana, Ohio	9	3	3	6	1	0	....	....	....	....	....
Wilmington College	Wilmington, Ohio	100	97	3	....	....	....	....	....	....	....	....
Ursinus College	Freeland, Pa	10	10	....	....	....	....	....	....	....	....	....
Pennsylvania College	Gettysburg, Pa	27	12	5	8	6	2	....	....	....	....	2
Haverford College	Haverford College, Pa	32	24	5	1	2	2	2	3	2	2	3
Mercersburg College	Mercersburg, Pa	8	6	1	2	0	0	1	2	0	0	....
Westminster College	New Wilmington, Pa	42	24	11	15	6	2	1	1	1	....	1
Western University of Pennsylvania.	Pittsburgh, Pa	27	5	0	0	12	10	1	0	3	3	6
Augustinian College of St. Thomas of Villanova.	Villanova, Pa	50	......	35	15	40	40	....	....	....	....	....
Brown University	Providence, R. I	66	17	26	11	16	....	2	3	5	....	4
College of Charleston	Charleston, S. C	19	6	....	*a*7	6	....	....	....	....	....	....
Erskine College	Due West, S. C	35	28	2	3	2	1	3	3	3	1	3
East Tennessee University	Knoxville, Tenn	......	72	2	2	12	9	....	....	....	....	....
Bethel College	McKenzie, Tenn	112	33	....	....	....	....	....	....	....	....	....
Maryville College	Maryville, Tenn	5	1	0	1	0	0	0	0	0	0	0
Christian Brothers' College	Memphis, Tenn	25	7	15	10	17	18	10	12	8	4	10
Mosheim Institute	Mosheim, Tenn	135	......	10	10	15	4	0	0	0	0	0
Fisk University	Nashville, Tenn	9	7	1	1	1	2	1	1	1	1	1
Greeneville and Tusculum College.	Tusculum, Tenn	80	60	4	3	10	3	1	0	3	0	2
Southwestern University	Georgetown, Tex	26	0	10	14	26	26	*b*3	*b*5	*b*4	0	*b*12
Baylor University	Independence, Tex	45	20	15	5	4	1	....	....	....	....	....
University of Vermont and State Agricultural College.	Burlington, Vt	29	11	4	6	3	5	2	2	2	0	2
Middlebury College	Middlebury, Vt	20	12	2	6	4	0	3	3	1	0	5
Norwich University	Northfield, Vt	12	10	0	0	0	0	0	0	2	0	2
Lawrence University	Appleton, Wis	29	2	10	3	7	3	4	3	2	....	2
Beloit College	Beloit, Wis	23	7	3	9	10	8	....	....	....	....	....
University of Wisconsin	Madison, Wis	95	70	6	4	6	3	....	....	10	....	8
Ripon College	Ripon, Wis	12	6	1	....	8	2	....	....	1	....	....
Howard University	Washington, D. C	8	6	1	0	1	....	....	....	....	....	....
National Deaf-Mute College	Washington, D. C	9	1	4	....	6	....	....	....	....	....	....
Total		3,324	1,679	(79) 495	415	654	375	92	83	99	44	174

a 3 conditioned in German and 4 in French.

b Became students in the preparatory school.

Diagram No. 5,

Showing the percentages to the whole number of students in college preparatory departments of—



Statistical summary of students in classical and scientific preparatory courses.

States and Territories.	Number preparing for classical course in college.			Number preparing for scientific course in college.				Total reported.
	In academies (Table VI).	In preparatory schools (Table VII).	In universities and colleges (Table IX).	In academies (Table VI).	In preparatory schools (Table VII).	In universities and colleges (Table IX).	In preparatory departments of scientific schools (Table X).	
Alabama	34	....	25	4	....	10	53	126
Arkansas	8	....	63	10	....	28	160	269
California	107	44	140	114	67	437	....	909
Colorado	2	4	30	....	....	10	14	60
Connecticut	160	363	0	45	107	0	0	675
Delaware	84	....	....	39	....	....	....	123
Florida	49	....	....	25	....	....	....	74
Georgia	484	....	65	212	....	8	199	968
Illinois	62	76	958	55	57	1, 037	121	2, 366
Indiana	20	40	437	38	....	448	49	1, 032
Iowa	209	20	618	112	....	662	....	1, 621
Kansas	....	....	309	....	....	237	....	546
Kentucky	333	....	241	142	....	169	....	885
Louisiana	39	....	....	22	....	....	....	61
Maine	175	271	....	58	8	....	....	512
Maryland	116	14	175	24	2	169	13	513
Massachusetts	176	1, 231	300	17	180	....	45	1, 949
Michigan	9	....	250	3	....	275	....	537
Minnesota	54	....	109	32	....	69	....	264
Mississippi	56	....	105	19	....	111	17	308
Missouri	45	....	330	30	....	401	26	832
Nebraska	....	....	110	....	....	100	....	210
New Hampshire	169	421	....	33	20	....	....	643
New Jersey	262	49	....	74	29	....	34	448
New York	1, 526	621	849	699	205	357	....	4, 257
North Carolina	218	....	206	76	....	85	....	585
Ohio	235	347	949	110	68	759	....	2, 468
Oregon	55	....	136	69	....	114	....	374
Pennsylvania	380	175	633	158	77	329	828	2, 580
Rhode Island	15	174	0	....	30	0	....	219
South Carolina	67	36	96	10	12	78	....	299
Tennessee	358	20	375	196	30	344	....	1, 323
Texas	85	10	151	32	15	246	....	539
Vermont	311	9	....	72	....	....	....	392
Virginia	116	159	43	58	22	13	....	411
West Virginia	....	....	57	....	....	56	50	163
Wisconsin	25	176	363	11	60	433	....	1, 068
District of Columbia	20	....	132	12	....	....	....	164
Indian Territory	3	....	....	....	....	....	....	3
New Mexico	....	....	....	....	....	....	....	....
Utah	23	....	....	0	....	....	....	23
Washington	....	....	20	....	....	....	....	20
Total	6, 090	4, 260	8, 275	2, 611	989	6, 985	1, 609	30, 819

STATEMENT RESPECTING AMERICAN COLLEGES.

Several foreign ministers who represent their countries in Washington have applied to me for information on various topics connected with American colleges, such as their courses of study and the degrees conferred by them. I have caused several copies of the following statement to be made for their use; but finding that the matter is of general interest, I publish it in this report.

COLLEGE NOMENCLATURE.

By the term "superior instruction" educators in the United States somewhat vaguely describe all grades of instruction above that given in high schools, academies, normal schools, and commercial schools. The nomenclature of institutions of learning here is quite perplexing to foreigners, and even to many natives. This arises from several causes, of which the two most important will be mentioned. These are, first, the different meanings assigned to the words "college," "university," "seminary," &c., by the various nations from which the people of the United States descend; and, secondly, the different ways in which institutions of learning are incorporated in the several States. A few instances will show what is meant.

In Pennsylvania, the Girard College is really a school for orphans, whom it apprentices at a specified age. In Connecticut, Yale College, having an extensive and varied course in the classics, mathematics, and the moral, mental, and political sciences, has also schools for superior instruction in technology, fine arts, law, medicine, and divinity, yet it does not possess any university title, although it is one of the very best of American universities. Again, Harvard College, the oldest in America, is the nucleus of Harvard University, which, in addition to the college proper, consists of schools of technology, divinity, law, medicine, dentistry, and agriculture, besides having a fine astronomical observatory, a botanical garden and herbarium, a very large library, and two museums, one of American archæology and ethnology and the other of comparative zoölogy. The College of Physicians and Surgeons in Philadelphia is a society of resident medical men, chartered for certain specified purposes, but not intended as an educational institution. Again, the Board of Regents of the University of the State of New York is a corporation supervising all the chartered colleges, universities, law schools, and medical schools, and nearly all the academies and academic departments of union schools in the State; but, as an educational corporation, it has not a single professor, teacher, or student. On the other hand, many so called "universities" have only classical and scientific departments or courses; some have only the classical department; some, especially in the South and West, combine work usually done in schools for secondary instruction with their collegiate work. This will be further alluded to.

It will be observed, therefore, that the nomenclature of institutions for superior instruction in this country does not by any means indicate with certainty the character of the instruction given in them, but only that they profess to instruct in one or more of the numerous subjects which by common consent are classed together under the name of "superior instruction."

CHARACTER OF COLLEGIATE INSTRUCTION.

Collegiate instruction may be divided generally into two kinds, which have in common many studies: one of these is composed, to a great extent, of instruction in Latin and Greek; the other devotes more attention to mathematics and natural sciences. The courses are generally four years in length, and they are called classical and scientific.

Religious connection of the colleges.—Another peculiarity of schools for collegiate instruction here is the influence which the different religious denominations have in their foundation and support. Unlike the Protestant communities in Northern Germany, Holland, and England—which had great monastic foundations, buildings, and funds that could be directed to the training of clergymen for the new religious beliefs of those countries—the colonists in America were forced, out of their own narrow means to establish schools, colleges, and seminaries for the preparation of their clergy and teachers or else to import these from the Old World; other religious motives and causes have continued to produce the same effect. No religious sect, however numerically small, is satisfied till it has the control of some college where its spiritual teachers and the chief men of its laity can be educated in the principles and practices of its belief. Consequently we find that the greater number of American colleges have a decidedly denominational connection of one kind or another. There is, however, an increasing number that, remaining religious in spirit, have outgrown special sectarian limitations. Of course, too, the intellectual, moral, and social standard of the college varies in like manner with the intellectual, moral, and social condition of the American communion to which it owes allegiance.

State colleges.—In addition to the colleges above mentioned, several American States have established colleges and universities not sectarian in their character, but supported partly or wholly from public funds. These funds originally were derived from the sale or lease of the "university lands" given to the newer States on their admission into the Union.

Still other institutions of this kind have been founded by the benevolence of private citizens. Their positions depend much on the rules imposed by their founders.

Women in colleges and universities.—About one-half of the universities and colleges established for the instruction of young men also admit the other sex. In addition to these there is a large number of institutions which devote themselves to the higher instruction of young women only. In most of the mixed colleges a special "ladies' course" is established, and in general the standard of qualification necessary to obtain a diploma is lower for women than for men. In a few cases, however, the curriculum is superior in extent and variety to that of many so called colleges for the instruction of young men. The subject of mixed instruction has excited great discussion and has brought out the most contrary opinions, but it is quite impossible in this short statement to do more than note the fact.

Colleges for colored persons.—Race prejudice was so strong in some parts of the United States that the friends of the colored people found it advisable and necessary, even before the late war, to establish schools and a college for their special instruction. This feeling of prejudice is disappearing. It is much to the credit of some of the best colleges in America that they deny their privileges to no one on account of race; among these may be mentioned Dartmouth, Yale, and Harvard.

The deaf-mute college.—Even the deaf-mute are provided with facilities for higher culture. At the national capital a college for deaf-mutes has been in successful operation for several years. It gives an excellent education in classics, mathematics, science, philosophy, physics, and natural history, and its graduates are eagerly sought for as teachers in other institutions for the deaf-mute.

PROFESSIONAL INSTRUCTION.

The subjects usually considered in this country matters for professional instruction are theology, law, medicine and surgetry, dentisry and pharmacy, engineering, naval and military science, and the like. Most of the schools for teaching these subjects are connected with colleges, but generally the connection is one of a corporate character only. For instance, Harvard College is at Cambridge, but the medical and dental schools of Harvard University are in Boston, and the agricultural school is at Jamaica Plain. The medical and law schools of the University of Georgetown are in Washington.

Normal (or pedagogic) *training* in this country has been confined to the training of teachers for elementary and secondary schools. It is not, therefore, considered a branch of superior instruction; though several colleges have normal departments or courses of instruction in which teachers for the lower grades are instructed. In the same way, commercial schools are not considered a part of superior instruction, although many so called colleges give instruction of this kind. Quite recently, however, a few colleges have instituted professorships of pedagogy, respecting which allusion is made elsewhere in this report.

United States military and naval schools.—The only schools teaching military and naval science under the protection of the National Government are the Military and Naval Academies at West Point, N. Y., and Annapolis, Md., respectively. From the graduates of these schools, officers of the line and staff in both services are generally selected.

Medical officers of the Government.—Medical officers of the Army, Navy, Marine Corps, Marine Hospital Service, and Revenue Marine Service are selected by competitive examination after due public notice.

The quarantine service is not yet under Federal control; but strong efforts have been made to work a change in this respect.

State military academies.—Several of the States have chartered military schools; in these, mathematics, engineering, French, German, military tactics, and drill are taught, often exceedingly well. Instruction in tactics is also given at several other institutions, among which may be mentioned the colleges of agriculture and the mechanic arts which have been established under the provisions of the act of Congress approved July 2, 1862, and the several acts amendatory thereof.

COLLEGES OF AGRICULTURE AND THE MECHANIC ARTS.

The act of July 2, 1862, granted to each State of the Union, out of the public domain, 30,000 acres of land (or land scrip for an equivalent amount) for each Senator and Representative then in Congress from the State.[1] The State must use the money derived from sale thereof in "endowing, supporting, and maintaining at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts in such a manner as the Legislatures of the States may respectively prescribe."—(Section 4 of the act of July 2, 1862.)

It will be observed here once more that the Federal Government avoids interference with local rule. It charters institutions of learning only in the District of Columbia. Elsewhere, institutions of learning are chartered by territorial or State Legislatures or under the provision of general State laws.

INDEPENDENCE OF THE AMERICAN COLLEGE.

American colleges and professional schools, even when endowed from public funds, are not much under public control or supervision. After receiving their charters—which usually authorize them to have a corporate seal, to hold real and personal property, to teach and charge fees therefor, and to confer appropriate degrees—there is not much connection between them and the States. The State of New York is an exception to this general usage. All academies chartered by the State and all colleges and professional schools (excepting schools of theology) are parts of the general corporation known as "The University of the State of New York," which has been mentioned already. Detailed information respecting American colleges and professional schools will be found throughout the annual reports of this Office, but more particularly in the statistical tables of the appendix.

DEGREES IN COURSE.

When students have pursued the course of study laid down by the authorities of a college or professional school, and have passed such examinations and paid such fees as are prescribed, they are given diplomas which certify that they have so studied and that the corporation has granted them a degree; this is called a degree *in course*. The usual degrees in course on graduation in this country are as follows:

Collegiate.—Classical, A. B., bachelor of arts; scientific, B. S., bachelor of science.

Professional.—Theology, B. D., bachelor of divinity; medicine, M. D., doctor of medicine; dentistry, D. D. S., doctor of dental surgery; pharmacy, PH. G., graduate in pharmacy; law, LL. B., bachelor of laws.

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[1] For example, Delaware had two Senators and one Representative in Congress; Delaware therefore received 90,000 acres (land scrip).

The great improvement and extension of scientific and polytechnic instruction during the past fifteen years have made it advisable to give degrees in course at graduation in civil engineering (C. E.), agriculture (B. AGR.), mining engineering (M. E.), architecture (B. ARCH.), and other branches.

Usually a degree in course called master of arts (A. M.) is conferred three years after graduation on bachelors of arts who are engaged in literary or professional pursuits and who pay to their college a fee prescribed by its regulations. There are exceptions to this rule. The University of Virginia never gave this degree except to persons studying and passing examinations in certain specified branches. Harvard Yale, and some other colleges have discontinued the practice.

The degree of bachelor of divinity is not conferred by most of the theological schools. Thus, in 1875, this degree was conferred on only 158 graduates, while the theological seminaries graduated about 400 other students who were undoubtedly equal in literary and professional attainments and in fitness for the pastoral office to those who received that degree.

In the same year 26 schools of law conferred the degree of bachelor of laws (LL. B.) on 841 graduates. It may be said with truth that at least as many more persons must have been admitted to practice by the various State courts without attending law schools or taking degrees.[1]

The degree of doctor of medicine (M. D.) in course was conferred in 1875 by 61 schools of medicine, the number of such degrees conferred being about 2,300. There can be no doubt that others in various ways[2] entered the medical profession during the same year without a diploma. Less than four hundred degrees in course were conferred on graduates in dentistry and pharmacy.

It will be seen from the above facts that the ranks of the professions in this country are not filled exclusively by graduates from institutions for superior or professional instruction. The community, however, is beginning to look with disfavor on those who enter the professions without previous thorough preparation, and it may be said with confidence that in the course of time few will be found in the professions who are not graduates.

HONORARY DEGREES.

American colleges are much in the habit of giving honorary degrees. This practice, copied from the two great English universities, has been carried on without due discrimination. It is confined almost entirely to the colleges proper; no school of theology during the year 1875 gave any honorary doctorate of divinity; no school of law conferred any honorary doctorate of law; only 5 honorary doctorates of medicine were conferred by the medical schools. The colleges gave honorary doctorates as follows: 138 in divinity, D. D.; 2 in medicine, M. D.; 68 in law, LL. D.; 19 in philosophy, PH. D.; and 4 in music, MUS. D. They also conferred 130 honorary masterships of arts. It is true that most of these degrees were conferred on men who had graduated from college and that most of the recipients were professional men, but the practice is one very liable to abuse and is discountenanced now by some of the leading schools.

Owing to the facility with which charters can be obtained from most State legislatures, it is quite easy for unscrupulous and designing men to be corporators of a "college" or "university;" or they can become the possessors by purchase of the charter of some decaying corporation with a sounding name. When a charter is secured by either of these methods an imposing series of diplomas certifying to the conferring of various degrees is prepared; advertisements are published which inform the public that for a specified sum of money and the presentation of a satisfactory thesis the applicant will be given the degree he desires. The thesis is unimportant; the fee is the principal reason for conferring the distinction. Many foreigners have obtained degrees from such schools, to the scandal and disgrace of our country. It may be set down as an invariable rule that any "college" or "university" or professional school which grants degrees in absentia on the payment of certain "fees" is a fraud. Fortunately the number of such institutions is not large.

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[1] Admission to the bar is a matter entirely in the hands of the courts.

[2] Sometimes without any authority; sometimes by license of medical societies.

FREE SCHOLARSHIPS.

In many colleges, and in nearly all schools of theology, there are scholarships obtainable under certain conditions, so that poor students can receive help from the income thereof; but scholarships in medical schools and law schools are almost unknown.

CONDITIONS OF ADMISSION.

As the colleges are quite independent of the State in their management, so they are also as regards conditions of admission to their curriculum (except in the State of New York); generally, however, students desiring to pursue a classical course of instruction are required to prepare themselves for it by studying some of the easier Latin and Greek authors, the English branches, arithmetic, geometry, and some algebra; but these requirements vary much.

APPOINTMENT OF PROFESSORS.

Professors are usually selected by the board of trustees of the college they serve. The State has very little to do with their selection or the payment of their salaries. In sectarian colleges the professors are usually selected from the educated men of the denomination; and the desire that these institutions should supply facilities for superior instruction as extensive as those afforded by rival colleges produces a healthy competition. By this means the requirements of the curriculum are continually improving. An additional motive for improvement is the high standard maintained by non-sectarian colleges.

Professors in professional schools are generally selected on account of their published writings or the reputation acquired in their professional career. In theological schools they of course belong to the religious denomination for which the seminary is founded.

GENERAL REMARKS.

From the foregoing remarks the reader will observe that the American university, when fully developed, differs from the German or the English university. The English universities at Oxford and Cambridge are substantially several colleges for instruction in classics, logics, mathematics, and mental and moral science, professional instruction being given almost entirely in London and other large cities of Great Britain. The German university leaves the care of ordinary instruction in classics, mathematics, and similar studies to the Gymnasien, Realschulen, &c. It teaches by means of lectures, and confines itself to a very high character of instruction in philology, philosophy, mathematics, law, medicine, and divinity.

CONDITION OF SUPERIOR INSTRUCTION.

The present condition of superior instruction in this country is, on the whole, encouraging to all lovers of sound learning and solid culture. Institutions of long establishment are broadening and deepening their plans; institutions of recent foundation are pushing into the field untrammelled by tradition and full of the spirit of the age with which they are solely identified.

Boston University.—Prominent in the highest grade among the later institutions stands Boston University, rich in endowment, imbued with advanced ideas of impartial and universal education, brought into closest competition with older institutions, and able, by virtue of the conditions which have called it into existence, to combine exact scholarship and severe tests with elastic methods and eclectic courses—it is unquestionably destined to exercise a determining influence in the new methods of education which the time demands and for which it is expectantly waiting.

The position of Boston University with reference to the department of theology acquires peculiar importance from the educational policy adopted in State establishments. In the endeavor to preserve that perfect religious impartiality harmonizing with the principle of our constitution, these institutions have made no attempt to give instruction in theology.

Universities of private origin are free from the conditions that limit State action, and the University of Boston congratulates itself that "it stands for all sciences and not for a part of them."

The Johns Hopkins University.—As the founder of the Johns Hopkins University gave no limitation to the interpretation of the word, the trustees after ample counsel and reflection developed an organization which corresponds more nearly to the German university than any other American college.

The increasing attendance of American students upon the lectures of the German universities, the enrolment of graduate students at Harvard and other of our institutions, and the need of advanced instruction for students looking to professors' chairs led the trustees to determine that the first object of their care should be "the philosophical faculty of a university," to give superior instruction in mathematics, science, and the languages. The academic staff consists, at present, of the president and six professors, including graduates of the universities of London, Oxford, Cambridge, and Göttingen, of American colleges, of a medical school, and of a technical school—men who to the highest scholastic honors have added large and varied experience in practical affairs—while the associate instructors, lecturers, and fellows represent a still wider circle of institutions, thus centring in the university at the outset influences the most vigorous and stimulating.

Recognizing the responsible relation of a university to the antecedent grades, the trustees have made arrangements for the reception of graduates of the Baltimore City College and of private schools of the city, and courses of study leading to the baccalaureate degree have been marked out for such schools. This is necessarily a measure of local application, but the pervading spirit of the university is comprehensive, liberal, and national. For the second year 104 students were registered, as follows: 20 fellows, 38 other graduates, 24 matriculates, and 22 special. The traditional class system is here abandoned, each student upon entering being assigned to a member of the faculty, who acts as his official adviser with reference to his studies. All advancement is determined by rigid tests, and the examinations for the degrees conferred, namely, A. B., PH. B., A. M., and PH. D., are thorough and impartial.

The library of the university is being gathered with reference to its special needs. The relation between the Peabody Institute and the university relieves the latter from the necessity of establishing a general library upon a liberal scale, while at the same time securing to the students the invaluable facilities of a large, well chosen, and constantly increasing library and a comprehensive series of scientific journals and transactions, purchased with reference to the wants of students. It will be especially in the power of the university to advance science by stimulating original investigation and research, and publishing the results to the criticism of the world. The earnest of its purpose in this direction is the activity of the three scientific laboratories, physical, biological, and chemical, and the list of books and papers published by resident members of the university during the last two years.

The influence of the university is not confined to its resident members: its liberal spirit and its power of wide adaptation are illustrated in such special efforts as the "teachers' class in physiology" and the afternoon public lectures. The latter effort has been maintained from year to year with increasing success. It reacts to the benefit of the university by arousing the interest of the best people and by inciting young men to prepare for the large opportunities of which a glimpse is thus afforded.

Vanderbilt University.—The want of additional means of higher education in the South and Southwest led several conferences of the Methodist Episcopal Church South, between the years 1871 and 1873, to take measures for the organization of a university. Their efforts excited the interest of Cornelius Vanderbilt, who, on the

27th of March, 1873, made a donation of $500,000 to the enterprise, which amount he subsequently doubled. As the result of this generous gift, Vanderbilt University was established in Nashville, Tenn., October, 1875.

The university is organized with four distinct departments, as follows: The department of philosophy, science, and literature, and the biblical, law, and medical departments. The courses are eclectic, allowing the student the privilege of pursuing those studies which are suited to his special taste, previous preparation, or proposed business in life.

As a temporary substitute for the lack of efficient preparatory schools, a preparatory collegiate department has been established in connection with the university, whose students will be under the same government and enjoy the same privileges.

The facilities for instruction and investigation in the different scientific schools include the full appointments of physical, astronomical, and chemical laboratories, and a museum of natural history and mineralogy.

It is purposed to so arrange the university curriculum that a student of ordinary ability may obtain the degree of bachelor of arts in four years and that of master of arts in five. Graduate students may reside at the university for any length of time, and be entitled to the advice and assistance of the professors and to the use of the university library and to examination for higher degrees. A judicious system of scholarships and fellowships is designed to extend the influence of the university.

Drury College.—Peculiar interest attaches to all movements for superior education in the far West, because of the important part they must assume in maintaining the intellectual life of our own people constantly moving toward the setting sun, and in moulding into the spirit of our civilization and institutions the foreign emigrants that pour into our new lands.

Drury College, Springfield, Mo., a coeducational institution under Congregational auspices, is one of the recent foundations in this field. While designing, as did the first, colleges of our infant colonies, to instruct youth in the sacred Scriptures and the principles of Christianity, it has no organic connection with any religious denomination and allows no effort for the promotion of sectarian interests. It has preparatory and collegiate departments and is anticipating a growing want in its special arrangements for musical and art culture.

Colorado College is favorably situated for the work of education in the West. It occupies a commanding position in that great block of territory comprising Colorado, New Mexico, Utah, and Arizona, exceeding by 50,000 square miles the extent of the thirteen original States. On the south is a mixed population of 10,000 Americans, 20,000 Indians, and 100,000 Mexicans. The dearth of educational facilities in this immense region is scarcely credible. Large and populous villages are wholly destitute of schools, communities with a population of a thousand souls have perhaps two months' schooling in the year, and, even at that, many teachers employed can scarcely read and write. Adverse influences are insidiously working to secure control of educational interests. To the west is polygamy, antagonizing all that is best in American liberty and all that is purest in society.

Colorado College has pushed into the field by establishing schools auxiliary to the college at Santa Fé and Salt Lake City. The work of the college proper is wisely adapted to the wants and the special resources of its section. The college comprehends at present three general courses of study, viz: English and normal course, preparatory classical course, and the college course proper. As it has been made a station of the United States Signal Service, students from the higher classes are formed into a corps for the study of meteorology and for practice in the use of instruments according to the regulations of the Signal Service. The price of tuition has been placed at $25 a year, with the design of making the college practically free to all.

HEALTH OF COLLEGE STUDENTS.

I present here nearly the whole of Professor Hitchcock's paper on the physical training of the students at Amherst College, Massachusetts. It was read before the American Public Health Association at Chicago, in September, 1871:

Probably the first idea of the department of physical education and hygiene in Amherst College originated in the mind of the late President Stearns. In 1859, in his report to the trustees of the college, when he mentions the death of two members of the senior class as probably hastened, if not actually caused, by a neglect of the laws of health, the whole board of trustees was incited to the immediate erection of a building, the nucleus and beginning of the department.

This building is called the Barrett Gymnasium, in honor of the late Benjamin Barrett, of Northampton, Mass., the largest donor to it. The edifice is of stone, two storied, well lighted and ventilated, and warmed in the cold season. The lower story contains dressing room, bowling alleys, spirometers, lifting and rowing machines, and the apparatus for securing vital statistics. The upper room is 50 by 75 feet, of smooth hard pine floor, with a clear space of 40 by 50 feet. At one end of the hall is to be found much of the heavy apparatus, consisting of the horizontal bar, rack bars, vaulting horse, batule board, spool ropes, peg pole, incline board, perpendicular pole, horizontal, vertical, and inclined ladders, swinging and travelling rings, Indian clubs, lifting weights, and a few other kinds. At the other end are a small platform for the leader of the class exercises and a piano to secure harmony and rhythm during the exercises. Above this platform is a gallery for the spectators of the exercises, of whom there were 3,635 during the year 1876-'77, 842 of them being ladies.

The gymnasium is open during all the hours of daylight and may be used by any member of college at his will, save that he may not interfere with the exercise of a class when occupying the floor. No restraints whatever are put upon the students in using the building or its apparatus, save instructions as to the proper and healthy use of the heavy apparatus and impressive caution to the freshmen and newcomers not to use excessively until inured to work and familiarity with the apparatus by a period of training.

The title of the department was proposed by Dr. Nathan Allen, of Lowell, one of the trustees and graduates of the college, of which he has been an early and long tried friend, and the most devoted and faithful guardian to the department, of which he may well be styled the godfather. The duties of the professor of this department were established by the trustees, upon the suggestions of Dr. Allen, as follows: "The duties of this professor shall be: First, to take charge of the gymnasium and give instruction to the students in gymnastics. Second, to take a general oversight of the health of the students and to give such instruction on the subject as may be deemed expedient, according to the general plan stated by the president in his report and under the direction of the faculty, like all the other studies. Third, to teach elocution, so far as it is connected with physical training. Fourth, he shall give lectures from time to time upon hygiene, physical culture, and other topics pertaining to the laws of life and health, including some general knowledge of anatomy and physiology. Fifth, the individual appointed to have charge of this department shall be a thoroughly educated physician, and, like other teachers and professors, shall be a member of the college faculty. It is distinctly understood that the health of the students shall at all times be an object of his special watch, care, and counsel."

At the same time, the faculty believed that the exercises in the gymnasium should be conducted according to the following ideas: "First, the main object shall not be to secure feats of agility and strength, or even powerful muscle, but to keep in good health the whole body. Second, that all the students shall be required to attend on its exercises for half an hour, designated for the purpose, at least four days in the week. Third, the instructor shall assign to each individual such exercises as may be best adapted to him, taking special care to prevent the ambitious from violent action and all extremes, endeavoring to work the whole body and not overwork any part of it. Fourth, that while it may not be expedient to mark the gradation of attainment, as in the intellectual branches, yet regularity, attention, and docility should be carefully noted, so as to have their proper weight in the deportment column of the student's general position. Fifth, that some time shall be allowed out of study hours for those volunteer exercises which different men, according to their tastes, may elect for recreation, and particularly that the bowling alleys be not given up to promiscuous use, but be allotted at regular hours to those who wish to make use of them: all these volunteer exercises, of whatever kind, to be under the supervision of the gymnasium instructor. Sixth, that the building shall always be closed before dark, that no light shall be used in it, and no smoking or irregularities of any kind shall be allowed in it. Seventh, that the instructor ought to be a member of the faculty, and give in to it his marks and occasional accounts and receive directions as other officers of the college are accustomed to do."

The department has now been in operation for seventeen years. During nearly the whole of the first year it was under the direction of Dr. John W. Hooker, son of the late Dr. Worthington Hooker, of New Haven, Conn., who left on account of sickness and soon died. And for the remaining sixteen years it is interesting to observe that, though it has been experimental in the work of college education, yet it has been carried on so nearly according to the plan and views of its originators that to a mere looker-on it might seem as if the work of the department began and ended with the daily exercises of the four classes in the gymnasium. But in this department much of the work is done with individuals and in ways where it is not known or seen by the multitude.

Each of the four classes in college meets the professor for an exercise in the gymnasium of half an hour's length on four days in the week. In this way the student presents himself for a public visit to the professor, and may always have a private interview either before or after the exercise if either desire it. The hours for the exercise are mainly at the beginning and close of the day, as both the most valuable time for exercise and those which best adapt themselves to the college routine. Each class has its own captain and as many other officers as are best adapted to manœuvre and handle the class in its movements. The general method of the conduct of the exercises is military. The required exercise of each man and class is best known as that of light gymnastics, or those bodily exercises performed by a class with one or two pieces of apparatus in the hands, each movement timed to music and all simultaneous and uniform; and the only apparatus successfully used at Amherst is the pair of wooden dumb-bells, weighing less than a pound apiece. The students here have universally preferred the bells to the rings and wands, though these have been thoroughly tried. Each class has its own "exercise" or series of bodily movements with the bells, and these are so managed as to give free, lively, graceful, and vigorous work to the whole muscular system during the time of the exercise. In addition to the bell exercise, marching by the file and flank is considerably practised, and during the cold months running or "double quick" movements. This running is encouraged, that the student may gain the very valuable assistance that it gives to the "wind" by furnishing warm air to the lungs, and a more rapid relief by sweating and greater freedom to the body by the smaller amount of clothing required than if the necessary amount were taken in the cold temperature of out of doors. This exercise varies from fifteen to twenty minutes, and with the temperature from 55° to 60° the student almost always finishes with a moist skin. The remainder of the half hour is occupied in voluntary exercise. Some use the heavy apparatus, about one in eight, or take a longer run; others dance, use clubs, sing, pull rope, toss in the blanket, turn somersaults, and occupy themselves in any proper manner to secure exercise, sport, or recreation.

This amount of exercise includes all that is required of the student, and satisfies probably three-fourths of the whole number. The use of the bowling alleys is entirely at the option of the student. Some, however, who are not quite normally robust or who are specially advised to it, frequent the gymnasium for the second half hour in the day, either following special directions or enjoying themselves as they like. Others, on account of their robust nature, require more muscular work in order to discharge their superfluous energy, just as some people require more food than do others. It might be thought that accidents would happen here frequently, and that there has been such an exemption from everything of this sort seems to be owing to a special providence. There has never been a serious result from accident since the building was opened and dedicated to the better culture of the body, unless it be to one young man who fell and was kept from gymnasium exercise for three months.

Before this department was established it was thought that requirements of bodily exercise would be irksome to students and difficult to secure. But experience here has shown that the disposition to shirk this branch of college life has not been so marked as in some of the intellectual departments. Some statistics have been gathered to illustrate this point. In 1868–'69 attendance on chapel and gymnastic exercises was compared. Nearly 84 per cent. of the class were present at the gymnasium and 80 per cent. at the chapel. Similar observations in 1870 gave 13 per cent. of absences from chapel and 6 per cent. from the gymnasium. It was at first thought that it would be necessary to excuse many from gymnastic exercise. The past year, however, may be taken as a sample for the sixteen years, during which year only one junior and two freshmen (each with a defective arm) have not been required to attend. There has been no instance in the history of the department where the exercises as required have worked the least injury to the student; but, on the other hand, there are scores of men in whom a marked improvement has evidently taken place as a direct result of the required physical training as practised here.

The military method, though a little used, is not sought after. It seems idle to talk about military rules and life where there is no military authority to carry out the regulations. Were the college a State or Government institution, a military department would be in place and possibly sustained and prospered. But to talk about military rules and methods without the authority of the ball and chain, the guardhouse, or power of life and death in the officer, seems worse than idle. College students will generally chafe under that rule which degrades them from the agents of free will and choice to a mere live machine except when "the country calls."

The definition, or perhaps description, of hygiene, as understood in this department, is best given in the words of the late Dr. E. A. Parkes: "Taking the word hygiene in its largest sense, it signifies rules for perfect culture of mind and body. It is impossible to dissociate the two. The body is affected by every mental and moral action; the mind is profoundly influenced by bodily conditions. For a perfect system of hygiene we must combine the knowledge of the physician, the schoolmaster, and the priest, and must train the body, the intellect, and the moral soul in a perfect and balanced order. Then, if our knowledge were exact and our means of application adequate, we should see the human being in his perfect beauty, as Providence perhaps intended him to be; in the harmonious proportions and complete balance of all his parts in which he came out of his Maker's hands, in whose divine image we are told he was in the beginning made."

With this definition for an inspiration, it is one of the duties of the professor in this department to give a course of lectures on health to the freshman class immediately upon its entering. The subject relates more especially to the health of student life; not merely to individual sanitary rules, but to the peculiar necessities of care in so closely compact a body of young and growing men in college; not to those conditions peculiar to the body alone, but to those interesting relations and interdependence of body upon mind and vice versa. This department also gives instruction in human anatomy and physiology. The cabinets are well supplied with natural and artificial preparations of the human body, which furnish to the student a proper acquaintance with the structure and uses of the organs of the body, such a knowledge as ought to be familiar to every person of so called liberal culture. The anatomy and physiology which is technical or professional is not offered to the student, but only such knowledge as may be gained by a tolerable acquaintance with the skeleton, the manikin, and most of the enlarged papier mâché models of Auzoux. As a stimulus to study in this direction, two prizes for the best recitations and examination in these sciences are annually given by Hon. E. H. Sawyer, of Southampton. A course of lectures, recitations, and laboratory work in comparative vertebrate zoölogy is undertaken by the senior class. This is arranged so as to give the student an enlarged plan of the vertebrate kingdom rather than the study of species.

The professor in this department is expected to know the physical condition of all students during term time. This does not mean that he only sees them at the gymnasium exercise, but that he makes himself acquainted with their habits, bodily condition, and whatever in the physical sense may react upon their mental state. This means that he offers suggestions where he may discover deficiency, excess, imprudence, or ignorance of many of the conditions of student hygiene and life; and the regulations of the faculty are such that these suggestions may if necessary have the force of a requirement. The visiting of the ill and disabled students requires a share of the time of this professor; for, while the diseases of college life are seldom alarming, or very distressing, or numerous, yet for students living in dormitories and boarding houses, without home comforts and nursing when ill, much care is often necessary to give comfort during and freedom from the disorders which affect young men at the college period of life. It is to be hoped that the next step in physical education here may be to establish a sanitarium or an equivalent to the hospital of an army.

The amount of time lost in sickness by the students is a fact determined by this department. Dr. Jarvis says that the amount of time lost by each laborer in Europe is from nineteen to twenty days each year; and the Massachusetts Board of Health says that in 1872, in that Commonwealth, each productive person lost thirteen days by sickness. A man here is put on the sick list if he is absent more than two consecutive days from all college exercises. With this as a comparison, between the years of 1861-'62 and 1876-'77, inclusive, 23.3 per cent. of the college have been entered on the sick list; or, every student in college has constructively lost 2.64 days each year by illness, and every sick student has averaged 11.36 days of absence from college duties. During this same period, 48, or three each year on an average, have left college from physical disabilities, although 16 of these have returned and entered again their own or a succeeding class. The causes which produced these removals were: in 7 cases, constitutional debility; in 6, typhoid fever; in 5, consumptive tendencies; in 6, weak or injured eyes, and single cases because of other infirmities. During this period of sixteen years, 16 students have died while connected with the college.

In connection with this subject it is instructive to learn that dyspepsia, though formerly prevalent in college, has lost its foothold here of late years. For the past sixteen years it has not once so occurred as to be recognized as a cause of loss of time to any student. Pork, too, is mostly banished as an article of food. The students will not eat it. The maladies which have visited Amherst students for the sixteen years past have been, in the order of their frequency: Colds, including the few of lung fever and influenza, 35 per cent.; physical accidents, 9.47 per cent.; boils, 4.82 per cent.; eyes, 4.56 per cent.; and so on in decreasing ratio of numbers, with febricula, typhoid fever, quinsy, debility, mumps, bilious fever, diphtheria, bilious trouble, stomach irritation, intermittent fever, measles, teeth, and forty-five other causes which yielded 164 cases, or 12 per cent. of all the cases of sickness.

The months of the year during which college sickness has prevailed have been carefully recorded. The record, however, can be made out only for nine months, as vacations cover so much of the other months that it would not give completed results. April also has always had a short vacation.

The percentage of cases has been as follows:

In January	13.8
In February	16.6
In March	16.4
In April (part of the month)	6.3
In May	12.8
In June	6.3
In September	10.3
In October	9.7
In November	7.7
Total	99.9

In addition to the items secured upon the maladies of students, Dr. Hasket Derby, of Boston, is now instituting a series of personal examinations of every student, in order to determine the effect of college life upon near-sightedness. In due time without doubt his results will be given to the public. The vital statistics of the students of the college have also been secured. These include the age, weight, height, finger-reach (distance between tips of the middle finger of each hand), chest girth (average between "full" and "repose"), chest range, arm girth (biceps), forearm girth, capacity of lungs, and a simple test of muscular strength. The results are the averages of the data secured from 1,171 students, with 20,458 items of record: Age, 21 years, two months; weight, 139.146 pounds, 63.11 kilograms; height, 5.653 feet, 1.723 metres; finger reach, 5.783 feet, 1.763 metres; chest girth, 35.786 inches, 9.09 decimetres; chest range, 3.416 inches, 8.7 centimetres; arm girth, 11.620 inches, 2.95 decimetres; forearm girth, 11.059 inches, 2.81 decimetres; lung capacity, 240.871 cubic inches, 4.095 litres; strength, 10.747 times.

Probably the most important feature of this department consists in placing it on the same level with the other departments of the college course. As, however, it is of so different a nature and unlike the ordinary methods of so called school culture, it has taken time and experiments to carry the system along to its present condition. In our educational institutions some method is adopted to inform the student — and generally the public, too — where his position is in the institution and how he progresses. In mental growth and culture this can be determined by recitations, examinations, and exhibitions, since the mental powers should grow through the whole range of mental maturity, and the design of intellectual work is to secure the highest development of mind within its normal limits. But the young man who enters college in his twentieth year has approximated to his highest physical growth and powers; and moreover the design of the college physical education is not to produce athletes or physiological prodigies, but only to establish health, and well preserve the body up to the normal standard, and promote the harmonious culture of both. Hence "rank" cannot be assigned to a man if he excels his classmate in heavy gymnastics. To encourage this might be injurious. And to discriminate between four-fifths of a class as to the best gymnasts with dumb-bells would be next to impossible, as this proportion of a class perform the exercise equally well. And yet to secure a proper attention to obedience of the laws of health, and particularly the taking of sufficient and regular exercise in a proper manner, is what is attempted to be done for the Amherst student; and if he but gives the attention and care to the needs and culture of his body as required in this way, he receives an increment to his college rank or standing which is recorded on the books of the faculty: in this way the student has a personal incitement to discipline in this department. There is also an inducement to the same thing in another way and by the means which are always so effectual to the college student: a spirit of class pride and honor. By the generosity of Mr. John H. Washburn, secretary of the Home Insurance Company, New York, a yearly prize of $100 is given to "the class which during the year shall most faithfully discharge its duties in the gymnasium and carry out most fully the instructions of the professor of hygiene." This prize has been awarded for the last four years, and has shown valuable results in "bracing up" the easy, indifferent, want of energy element of society, which is not wanting in a college; the very character needing push, snap, and tone to make it enjoyable of itself and of use to mankind. The following data gathered at different periods show the effect of the class prize: In 1868-'69 the attendance on gymnastic exercises, including the excused absences, was 88 per cent. of the class; during October, 1870, the ratio of absence to attendance with the same data was 1 to 17.5; and during the summer of 1876–'77 the average attendance of the classes, under same conditions, was 93.5 per cent.

It is not possible to make definite statements as to the value of this department, since no numerical records of data were had concerning these matters before its creation. Hence, criticisms, adverse or otherwise, must depend on hearsay, opinions, and general impressions. It is a general opinion that the young men carry themselves in their walk with more erectness and elasticity, not to say grace, than did the former college students. Soon after the establishment of this department, boarding house keepers noticed a better appetite on the part of the students and a demand for the more substantial edibles, such as bread and meat. The opinion of the college faculty is most decided that the introduction of the new department has done much to improve the health of the students. Prof. W. S. Tyler, the oldest member of the faculty at Amherst, speaks as follows upon this matter: "If I were asked to specify what I consider to be the most marked characteristic and distinctive excellence of the Amherst gymnastics, I should say that it is the union of recreation and amusement with exercise, of the voluntary and spontaneous with the required and the prescribed; in a word, of play with work. To succeed in doing this would be of course, according to Dr. Bushnell's well known distinction in his article on 'Work and play,' to bring heaven down to earth. And this is just the success which these gymnastics have achieved."

One merit of the system as practised here has been its humanizing or levelling influence. The best scholar in his class may stand shoulder to shoulder in the gymnasium between two very ordinary scholars and constantly be made to realize that he is not equal to either of them in physical attainments or endurance. And here a man may not choose his comrade on account of his literary or social qualities: one of the things perhaps which may help to prepare him for the battle of life and the development of proper sympathies and self-denial. A moral consideration of some significance has presented itself in the college within the last 12 or 15 years, which is the decrease in the demands for college discipline. This has gone so far that during the last year not a single student was removed from college for improprieties of conduct. The drinking of intoxicating liquors and the useless expenditure of money in style and show, which once were decidedly prevalent in college, have been less during the last few years. If any of these things are credited to the department under consideration, it is no doubt very much owing to the giving up of many petty rules when so new an element was introduced into the college; and this very relinquishment places the student much more under his own control, government, and self-reliance.

TABLE X.—SCHOOLS OF SCIENCE.

The following statement shows the number of institutions and departments of this class, with instructors and students, as reported to this Office in each year from 1870 to 1877, inclusive. The numbers under 1873, 1874, 1875, 1876, and 1877 include the national Military and Naval Academies:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.
Number of institutions	17	41	70	70	72	74	75	74
Number of instructors	144	303	724	749	609	758	793	781
Number of students	1,413	3,303	5,395	8,950	7,244	7,157	7,614	8,559

TABLE X.—PART 1.—*Summary of statistics of schools of science.*

States.	Number of schools.	Preparatory department.			Scientific department.				Number of State scholarships.	Number of other free scholarships.
		Instructors.	Students.		Corps of instruction.	Students.				
			Male.	Female.		In regular course.	In partial course.	Number of graduate students.		
Alabama	1	1	53	....	7	120	47	....	....	....
Arkansas	1	3	100	60	12	84	3	3	100	0
California	1	0	0	0	33	126	13	3	0	0
Colorado	*a*0	......	....	....	....	....	....	....	....	....
Connecticut	1	0	0	0	32	188	12	30	27	1
Delaware	1	(*b*)	(*b*)	(*b*)	(*b*)	(*b*)	....	....	....	....
Florida	*a*0	......	....	....	....	....	....	....	....	....
Georgia	2	5	165	34	17	198	....	....	250	20
Illinois	1	1	107	14	24	227	0	6	0	0
Indiana	1	......	40	9	7	16	1	1	0	0
Iowa	1	0	0	0	16	273	29	....	0	0
Kansas	1	......	....	....	12	140	....	....	0	0
Kentucky	1	3	....	....	8	110	....	....	300	....
Maine	1	......	....	....	8	104	10	4	....	....
Maryland	1	......	13	0	6	41	5	0	....	0
Massachusetts	2	6	45	0	47	344	59	12	11	9
Michigan	1	0	0	0	8	141	12	1	0	0
Minnesota	1	......	....	....	4	....	....	....	0	0
Mississippi	2	2	17	....	(*b*)	(*b*)	....	....	0	0
Missouri	2	3	10	16	3	42	1	1	0	0
Nebraska	1	0	0	0	5	13	....	....	....	....
Nevada	1	......	....	....	....	....	....	....	....	....
New Hampshire	1	......	....	....	12	24	....	....	12	23
New Jersey	1	0	0	0	11	41	5	0	40	0
New York	1	0	0	0	42	201	10	14	(*b*)	0
North Carolina	1	0	0	0	12	75	....	1	93	....
Ohio	1	0	0	0	12	49	100	0	....	....
Oregon	1	......	....	....	4	49	....	....	60	....
Pennsylvania	1	3	71	22	11	57	....	2	....	....
Rhode Island	1	......	....	....	....	43	....	....	(*c*)	....
South Carolina	1	(*d*)	(*d*)	(*d*)	3	37	....	....	....	....
Tennessee	1	(*b*)	(*b*)	....	(*b*)	(*b*)	....	....	(*b*)	....
Texas	1	......	....	....	....	331	....	....	....	....
Vermont	1	0	0	0	9	15	4	0	0	(*b*)
Virginia	2	4	....	....	8	224	....	1	200	....
West Virginia	1	3	50	....	10	44	....	....	36	....
Wisconsin	1	......	....	....	....	9	....	....	....	....
Total	40	34	671	155	383	3,366	311	79	1,129	53
U. S. Military Acad'y	1	......	....	....	47	264	....	....	....	....
U. S. Naval Academy	1	0	0	0	67	360	0	0	0	0
Grand total	42	34	671	155	497	3,990	311	79	1,129	53

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a College not yet established. *b* Reported with classical department (Table IX). *c* The income of $50,000, which has accrued from the national grant, at $100 a scholarship annually. *d* Reported in Table VII.

TABLE X.—PART 1.—*Summary of statistics of schools of science*—Continued.

States.	Libraries.			Property, income, &c.				
	Number of volumes in general libraries.	Increase in the last school year.	Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.
Alabama	2, 220	250	2, 500	$100, 000	$259, 300	$20, 744	$750	$0
Arkansas	500	300	....	170, 000	130, 000	10, 400	2, 000	5, 000
California	(*a*)	(*a*)	(*a*)	(*a*)	(*a*)	....	....	40, 000
Colorado	....	....	....	....	....	....	....	....
Connecticut	5, 000	....	....	....	280, 123	17, 000	....	....
Delaware	(*a*)	(*a*)	(*a*)	(*a*)	(*a*)	(*a*)	(*a*)	....
Florida	....	....	....	16, 000	....	....	....	....
Georgia	14, 000	....	8, 000	111, 000	258, 000	18, 250	40	11, 500
Illinois	11, 049	449	....	359, 411	319, 000	29, 460	2, 751	35, 444
Indiana	1, 050	500	0	239, 695	310, 000	20, 313	0	11, 000
Iowa	4, 500	....	0	485, 202	500, 000	40, 000	0	23, 000
Kansas	2, 000	35	200	131, 791	238, 101	20, 491	0	12, 500
Kentucky	....	....	....	150, 000	165, 000	9, 900	1, 500	0
Maine	3, 648	1, 007	....	145, 000	135, 000	8, 000	0	15, 218
Maryland	1, 500	0	1, 500	100, 000	....	6, 900	10, 665	6, 000
Massachusetts	6, 500	100	....	925, 000	390, 000	40, 500	47, 000	5, 000
Michigan	4, 306	231	....	195, 803	237, 175	16, 000	0	36, 837
Minnesota	(*a*)	....	....	(*a*)	(*a*)	(*a*)	0	(*a*)
Mississippi	52	2	....	28, 905	94, 646	5, 679	0	30, 000
Missouri	1, 678	....	....	45, 960	....	1, 250	375	7, 500
Nebraska	200	20	0	20, 000	0	0	....	....
Nevada	....	....	....	....	....	....	....	....
New Hampshire	1, 200	....	200	120, 000	80, 000	4, 800	150	900
New Jersey	(*a*)	....	(*a*)	(*a*)	116, 000	6, 960	1, 200	0
New York	(*a*)	....	....	(*a*)	(*a*)	(*a*)	(*a*)	(*a*)
North Carolina	(*a*)	(*a*)	....	(*a*)	125, 000	7, 500	2, 075	....
Ohio	1, 000	100	....	500, 000	500, 000	30, 000	0	0
Oregon	....	....	....	5, 000	....	....	....	5, 000
Pennsylvania	1, 950	50	2, 000	500, 000	500, 000	30, 000	....	....
Rhode Island	....	....	....	....	50, 000	3, 000	....	....
South Carolina	1, 200	400	....	10, 000	191, 800	7, 500	....	....
Tennessee	....	....	(*a*)	(*a*)	(*a*)	(*a*)	(*a*)	0
Texas	....	....	....	200, 000	196, 000	14, 955	....	....
Vermont	(*a*)	(*a*)	....	(*a*)	(*a*)	(*a*)	585	0
Virginia	2, 784	339	300	303, 050	306, 750	34, 268	520	16, 250
West Virginia	7, 000	500	500	250, 000	110, 000	6, 600	1, 500	7, 500
Wisconsin	7, 000	....	....	....	....	....	....	....
Total	80, 337	4, 283	15, 200	5, 111, 817	5, 491, 895	410, 470	71, 111	268, 649
U.S. Military Acad'y	26, 735	310	....	....	0	0	0	*b*286, 604
U. S Naval Academy	19, 247	900	0	3, 000, 000	0	0	0	(*b*)
Grand total	126, 319	5, 493	15, 200	8, 111, 817	5, 491, 895	410, 470	71, 111	555, 253

a Reported with classical department (Table IX). *b* Congressional appropriation.

TABLE X.—PART 2.—*Summary of statistics of schools of science.*

States.	Number of schools.	Preparatory department.			Scientific department.				Number of State scholarships.	Number of other free scholarships.
		Instructors.	Students.		Corps of instruction.	Students.				
			Male.	Female.		In regular course.	In partial course.	Number of graduate students.		
California	1	......	....	....	4	60	....	....	......	......
Colorado	2	......	14	....	4	14	2	0	......	......
Indiana	*a*1	0	0	....	....	....	0	0	0	0
Louisiana	1	......	....	....	....	....	....	....	......	......
Massachusetts	5	......	....	....	44	140	9	....	20	7
Missouri	1	0	....	....	13	37	4	1	0	11
New Hampshire	2	......	....	....	22	73	3	1	......	......
New Jersey	2	5	34	0	33	131	3	9	......	20
New York	5	......	....	....	61	959	19	13	......	......
Ohio	1	......	....	....	....	....	....	....	......	......
Oregon	1	......	....	....	....	....	....	....	......	......
Pennsylvania	6	7	405	330	34	899	20	4	5	40
Virginia	4	......	....	....	23	169	....	....	50	......
Total	32	12	453	330	238	2, 482	60	28	75	78

States.	Libraries.			Property, income, &c.				
	Number of volumes in general libraries.	Increase in the last school year.	Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.
California	....	......	....	....	....	....	....	....
Colorado	110	24	0	$14, 500	....	....	$137	$1, 750
Indiana	....	0	0	135, 000	*b*$250, 000	$15, 000	0	0
Louisiana	....	......	....	....	....	....	....	....
Massachusetts	6, 000	150	....	150, 000	739, 835	103, 424	7, 408	....
Missouri	1, 000	......	....	80, 000	....	....	2, 500	0
New Hampshire	2, 000	30	....	4, 000	155, 000	9, 300	3, 840	0
New Jersey	5, 000	200	50	630, 000	700, 000	38, 355	18, 367	....
New York	10, 000	186	....	2, 000, 000	....	....	30, 770	....
Ohio	....	......	....	100, 000	....	....	....	....
Oregon	....	......	....	....	....	....	....	....
Pennsylvania	34, 500	1, 000	....	350, 000	....	....	....	....
Virginia	5, 500	200	1, 000	393, 000	40, 000	2, 400	15, 000	25, 000
Total	64, 110	1, 790	1, 050	3, 856, 500	1, 884, 835	168, 479	78, 022	26, 750

a Not fully organized.

b Exclusive of a bequest lately made of $105,000.

A review of facts brought out in the reports of the colleges of agriculture and the mechanic arts[1] allows no doubt that they are solving the problems which have been intrusted to them. The close study of their history in each State will convince a candid judge, I am confident, that they are adjusting themselves—

(1) To science: Already they have here and there promoted its progress and this stimulating influence increases; still more generally they have drawn upon the advancement of science for the benefit of their instruction.

(2) They are equally adjusting themselves to the condition and necessities of industry. The reports of the boards of agriculture of the several States show that their meetings have received valuable contributions from these institutions, and that they have aided in disseminating important information concerning the various interests of agriculture.

A few instances will illustrate the nature of this practical service and of the relation between the colleges and the boards. From the report of the Michigan Board of Agriculture for 1877 it appears that farmers in the State, excited by representations against a popular and productive variety of wheat, applied to the State Agricultural College for information on the subject. The board of agriculture ordered an investigation, which was made by the college professor of chemistry and his assistant. The result proved that neither in the chemical composition nor in the physical properties of the flour made from this wheat did there exist any cause of complaint. Thus a serious disturbance of opinion, which would have affected the cultivation of more than 1,200,000 acres, was averted. The connection between the board and the college is very intimate in this State, the board of agriculture having, in fact, the management of the college.

The act establishing the Vermont Board of Agriculture makes the president of the State Agricultural College one of the board. The entomologist of the board of agriculture is the professor of zoölogy in the University and State Agricultural College. His address on "Certain injurious insects," published in the report of 1877, suggests the investigations of general interest that come within the scope of this board.

The Board of Agriculture of the State of New Hampshire authorized its secretary and Mr. J. W. Sanborn, superintendent of the college farm, to initiate experimental work on the farm and on certain "quasi stations" for the purpose of giving authoritative instruction to farmers about matters of farm and stock management. The first results have been already reported by Mr. Sanborn.

The last day of the convention of the State Board of Agriculture of Maine was occupied by the students of the State college, who reported the results of experiments at the college farm.

The importance of introducing such practical exercises in the colleges of this grade is universally acknowledged. In the proceedings of the Wisconsin State Agricultural Society for 1877–'78, it is recorded that a resolution was passed expressing as the sense of the convention that one or more of the regents of the university should be practical farmers.

It appears from the State University report for Missouri, 1876–'77, that the State Board of Agriculture has been transferred to the Agricultural College, thus concentrating the forces working in the cause of agriculture and increasing their efficiency.

The general importance of the experiments made on the college farms is not their only merit. They afford work for the students, which often is even more necessary to the class of young men attracted thither than to those entered in purely literary institutions. In some of these colleges a certain amount of labor is required; in others it is optional with the students. The prices paid vary, according to the nature of the work and the skill of the student, from 4 cents to 15 cents per hour, as will be seen from the following table:

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[1] Illinois Agricultural College, Irvington, chartered in 1861 and organized in 1866, has been suspended because of a decree of court which gives its lands and buildings to the State. Originally meant to be an agricultural college in fact as well as in name, it received from the State a landed endowment which yielded a fund of $56,000. The treasurer of the institution wasted this fund in private speculations, and the State, failing to recover it from the college, obtained a decree as above stated.

Hourly compensation of students in agricultural colleges for work on the farm.

	Minimum.	Maximum.
Illinois Industrial University	8 cents.	10 cents.
Iowa Agricultural College	4 cents.	9 cents.
Indiana Agricultural College		
Kansas Agricultural College	7 cents.	10 cents.
Maine Agricultural College		10 cents.
Maryland Agricultural College	"Very liberal compensation."	
Massachusetts Agricultural College	10 cents.	10 cents.
Michigan Agricultural College		10 cents.
Missouri Agricultural College	10 cents.	15 cents.
Agricultural department of Cornell University, New York		
Ohio Agricultural and Mechanical College	(*a*)	
Pennsylvania State College	"Fair wages."	
Virginia Agricultural College	"Liberal pay."	

a Though the rate paid to students by the hour at the Ohio College is not given, it appears that the amount of $459.69 was expended for student labor during the year 1876–'77.

Illinois, Kansas, and Maryland agricultural colleges report that students, with skill, industry, and economy, can defray a large part of their expenses by work on the college farms and gardens.

In the report of the Massachusetts Agricultural College it is stated that "indigent students are allowed to do such work as may offer about the college and farm buildings or in the field, but it is hardly possible for one to earn more than from $50 to $100 a year, besides performing other duties."

In the agricultural department of Cornell University employment is not guaranteed to any students, yet a limited amount is furnished them at such prices as would ordinarily be paid to other persons for doing the same work.

The relation thus established between the agricultural colleges and practical industry makes them important factors in the great labor problems of the day. At the same time they are bearing their part in the general progress of education and thus becoming more and more important as educational centres. They send many students into the teachers' ranks and make valuable contributions to the literature and discussions of education.

VACATION SCHOOLS.

The number of schools for instructing advanced pupils during vacations has formed a marked feature of the year. In several preceding years such schools existed, some of them for the field study of geology, botany, zoölogy, and kindred topics, and some in convenient localities for instruction in chemistry, ichthyology, drawing, music, languages, methods of teaching, and so on. But in 1877 these means of summer instruction expanded into greater proportions than in any previous vacation period The States north of the Ohio River were dotted with institutes for teachers who, instead of resting, were trying to prepare for higher work. More than fifty such institutes were held in Indiana alone, besides many in other States. One of these was to instruct teachers in the art of elocution; another was to prepare them to give drawing lessons in their schools; others were for the study of the natural sciences, for which last Butler University, in Indiana, also sent out a number of its students, under competent instructors, on a summer's walk through the mountain ranges of the South. In the East, besides the usual summer schools of Harvard professors—one of these, also, a field school in the South—there were a summer school of biology, zoölogy, and botany at Salem, Mass., under the auspices of the Peabody Academy of Science there; a normal institute of great proportions at East Greenwich, R. I., for instruction in music, elocution, drawing, and modern languages; a school of languages at Amherst College, and several kindred ones in other portions of New England, as well as in New York and Pennsylvania. A scientific expedition to the Rocky Mountains, under the charge of Prof. Sanborn Tenney, of Williams College, Mass., was arrested by the death of Professor Tenney, July 9, while en route. Another from Princeton College carried its students to the Yellowstone and brought back large treasures for the college cabinet.

TABLE XI.—SCHOOLS OF THEOLOGY.

The following is a comparative statement of the number of schools of theology (including theological departments) reporting to this Bureau each year from 1870 to 1877, inclusive, with the number of professors and number of students:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.
Number of institutions	80	94	104	110	113	123	124	124
Number of instructors	339	369	435	573	579	615	580	564
Number of students	3, 254	3, 204	3, 351	3, 838	4, 356	5, 234	4, 268	3, 965

TABLE XI.—*Statistical summary of theological seminaries.*

Denomination.	Number of seminaries.	Number of professors.	Number of students.
Roman Catholic	18	93	575
Protestant Episcopal	16	65	263
Presbyterian	16	82	674
Baptist	16	62	772
Lutheran	13	38	252
Congregational	9	64	347
Methodist Episcopal	7	51	383
Christian	3	4	31
Reformed	3	8	62
United Presbyterian	3	11	65
Cumberland Presbyterian	2	11	61
Free Will Baptist	2	10	43
Methodist Episcopal South	2	8	68
Unsectarian	2	17	120
Reformed (Dutch)	2	5	40
Universalist	2	9	48
African Methodist Episcopal	1	6	8
Mennonite	1	4	50
Methodist	1	....	....
Moravian	1	3	19
New Jerusalem	1	1	....
Union Evangelical	1	4	32
Unitarian	1	6	19
United Brethren	1	2	33
Total	124	564	3, 965

TABLE XI.—*Summary of statistics of schools of theology.*

States.	Number of schools.	Corps of instruction.	Endowed professorships.	Students.				Libraries.		Property, income, &c.		
				Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at commencement of 1877.	Number of volumes.	Increase in the last school year.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.
Alabama	1	2	....	18	....	2	3	800	....	$5,000	....	....
California	2	12	2	14	....	......	3	7,500	290	110,000	$30,000	....
Connecticut	3	29	8	150	3	124	13	25,500	....	....	247,544	$15,000
Georgia	2	2	....	85	....	......	....	500	72	9,000	....	....
Illinois	13	51	19	376	30	75	65	50,850	490	537,000	760,150	44,350
Indiana	1	4	....	23	....	......	....	6,000	....	150,000	....	....
Iowa	3	12	4	20	2	2	12	6,800	500	230,000	91,000	6,200
Kansas	1	2	....	4	....	......	....	3,000	....	25,000	....	....
Kentucky	6	10	5	123	....	42	12	19,600	2,125	38,500	565,884	31,900
Louisiana	1	....	....	......	....	......	....	....	....	....	....	....
Maine	2	9	8	66	0	18	3	19,200	150	190,000	170,000	9,750
Maryland	5	20	....	57	....	......	34	27,061	355	72,000	3,100	210
Massachusetts	7	53	17	294	9	132	77	73,945	1,636	581,835	1,100,712	81,576
Michigan	2	5	1	25	....	2	3	1,500	300	....	30,000	2,000
Minnesota	3	15	....	32	8	6	3	4,500	....	90,000	15,000	....
Mississippi	1	5	0	12	1	0	....	1,500	100	5,000	0	0
Missouri	4	13	2	57	1	......	39	9,200	....	40,000	40,000	2,000
Nebraska	1	3	....	5	....	1	10	500	....	10,000	....	....
New Jersey	4	35	21	287	....	171	85	73,633	3,118	894,000	1,034,275	62,500
New York	13	63	24	692	15	300	201	94,028	3,337	692,500	1,412,208	94,950
North Carolina	3	9	....	75	....	3	2	600	200	50,000	....	....
Ohio	14	58	17	351	6	99	97	63,500	4,050	805,000	522,000	61,400
Pennsylvania	16	83	21	398	11	147	130	100,555	2,652	408,000	1,321,922	83,641
South Carolina	1	5	....	40	....	......	9	18,916	....	35,000	....	....
Tennessee	5	17	5	112	....	2	10	7,000	....	30,000	660,000	47,200
Texas	1	2	....	6	....	.....	....	....	....	....	....	....
Virginia	5	17	9	205	...	61	36	23,600	200	275,000	266,000	14,000
Wisconsin	2	18	1	162	...	......	....	13,000	1,000	150,000	25,000	2,000
District of Columbia	2	10	....	120	....	2	22	2,200	....	40,000	....	....
Total	124	564	164	3,879	86	1,189	869	654,988	20,575	5,472,835	8,294,795	558,677

TABLE XII.—SCHOOLS OF LAW.

The following is a statement of the number of schools of law reporting to this Bureau each year from 1870 to 1877, inclusive, with the number of instructors and number of students:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.
Number of institutions	28	30	37	37	38	43	42	43
Number of instructors	99	129	151	158	181	224	218	175
Number of students	1,653	1,722	1,976	2,174	2,585	2,677	2,664	2,811

TABLE XII.—*Summary of statistics of schools of law.*

States.	Number of schools.	Corps of instruction.	Students.			Libraries.		Property, income, &c.			
			Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1877.	Number of volumes.	Increase in the last school year.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.
Alabama	2	5	23	8	8	....	....	....	....	....	....
Connecticut	1	10	67	....	28	8, 000	150	....	$10, 000	$600	....
Georgia	2	5	9	1	16	600	....	....	....	....	$415
Illinois	3	15	168	35	53	50	....	....	....	....	4, 800
Indiana	2	....	....	....	....	....	....	....	....	....	....
Iowa	3	13	133	31	98	1, 964	104	....	....	....	3, 950
Kentucky	2	6	23	....	12	....	....	....	....	....	960
Louisiana	2	4	23	....	7	....	....	$15, 000	....	....	2, 500
Maryland	1	3	60	....	21	0	0	0	0	0	3, 300
Massachusetts	2	18	360	180	47	19, 000	500	....	*a*51, 614	11, 668	20, 950
Michigan	1	5	385	....	155	....	....	....	....	....	8, 195
Missouri	2	11	109	....	144	3, 930	111	....	....	....	4, 740
New York	4	20	646	313	....	13, 775	140	....	....	....	....
North Carolina	2	2	20	....	....	....	....	....	....	....	....
Ohio	2	6	120	1	29	1, 409	383	....	....	....	4, 262
Pennsylvania	2	10	103	....	24	300	50	....	....	....	6, 330
South Carolina	1	1	12	4	9	....	....	....	....	....	....
Tennessee	2	5	76	5	10	150	....	15, 000	....	....	5, 600
Virginia	2	10	137	5	27	3, 800	....	....	....	....	8, 300
Wisconsin	1	11	38	12	10	520	200	....	....	....	....
District of Columbia	4	15	299	6	116	301	1	....	10, 000	600	1, 811
Total	43	175	2,811	601	1, 227	53, 799	1, 639	30, 000	71, 614	12, 868	76, 113

a Also one-fourth interest in a fund of $413,092.

TABLE XIII.—SCHOOLS OF MEDICINE.

The following is a comparative statement of the number of schools of medicine, dentistry, and pharmacy reported to the Office each year from 1870 to 1877, inclusive, with the number of instructors and students:

	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.
Number of institutions	63	82	87	94	99	106	102	106
Number of instructors	588	750	726	1, 148	1, 121	1, 172	1, 201	1, 278
Number of students	6, 943	7, 045	5, 995	8, 681	9, 095	9, 971	10, 143	11, 225

TABLE XIII.—*Summary of statistics of schools of medicine, of dentistry, and of pharmacy.*

States.	Number of schools.	Corps of instruction.	Students.			Libraries.		Property, income, &c.			
			Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1877.	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.
I. MEDICAL AND SURGICAL.											
1. *Regular.*											
Alabama	2	9	50	....	15	500	......	$150,000	....	....	....
California	2	20	111	11	28	....	......	75,000	....	....	$10,395
Connecticut	1	13	56	16	6	2,500	......	200,000	$30,000	....	....
Georgia	3	25	136	....	43	4,800	......	55,000	....	....	2,187
Illinois	3	68	568	103	166	50	......	105,000	14,000	$2,300	34,000
Indiana	3	32	194	27	59	3,000	......	7,500	....	500	7,000
Iowa	2	19	315	115	128	....	......	75,000	....	....	12,000
Kentucky	4	41	583	....	304	4,000	......	10,000	....	....	3,500
Louisiana	2	23	183	....	44	2,400	......	160,000	....	....	14,525
Maine	2	19	116	17	24	4,660	......	25,000	2,500	130	6,975
Maryland	3	24	297	....	115	400	......	90,000	....	....	9,400
Massachusetts	1	34	231	101	36	3,550	......	....	84,365	5,513	38,504
Michigan	2	33	360	6	114	1,700	60	230,000	....	....	4,381
Missouri	5	65	484	5	145	1,206	......	117,200	1,000	100	39,870
New Hampshire	1	8	96	23	22	1,200	......	25,000	1,200	72	....
New York	7	142	1,673	154	330	....	......	367,500	5,000	350	48,875
Ohio	7	92	927	25	279	1,500	100	247,000	....	....	14,400
Oregon	1	8	33	....	6	50	......	2,000	....	....	2,500
Pennsylvania	3	111	1,048	39	334	3,000	......	802,000	364,250	4,612	41,000
South Carolina	1	8	60	....	19	....	......	50,000	0	0	2,800
Tennessee	[a]4	12	115	....	46	....	......	....	....	....	....
Texas	1	7	18	....	12	40	......	....	....	....	3,120
Vermont	1	18	92	4	33	....	......	....	....	....	....
Virginia	2	19	94	....	26	500	......	50,000	....	....	4,000
District of Columbia	3	28	147	11	17	....	......	1,000	....	....	3,500
Total	66	878	7,987	657	2,351	35,056	160	2,844,200	502,315	13,577	302,932
2. *Eclectic.*											
Georgia	1	......	......	....	......	....	......	20,000	....	....	....
Illinois	1	12	105	36	33	1,000	200	50,000	....	....	5,000
New York	1	9	107	6	26	....	......	30,000	....	....	....
Ohio	1	8	267	....	121	....	......	80,000	0	....	21,690
Total	4	29	479	42	180	1,000	200	180,000	....	....	26,690
3. *Homœopathic.*											
Illinois	2	24	282	39	59	....	......	52,500	....	....	15,500
Massachusetts	1	24	176	72	45	2,000	200	120,000	50,000	2,500	10,000
Michigan	1	6	75	2	13	....	......	....	....	....	....
Missouri	3	29	71	11	105	....	......	3,000	2,000	....	3,450
New York	2	31	200	2	43	200	15	130,000	3,000	....	12,585
Ohio	2	26	216	103	62	1,260	80	80,000	3,000	221	14,000
Pennsylvania	1	13	160	17	53	2,000	......	50,000	....	....	13,680
Total	12	153	1,180	246	380	5,460	295	435,500	58,000	2,721	69,215

[a] Of these but one reported.

TABLE XIII.—*Summary of statistics of schools of medicine, &c.*—Continued.

States.	Number of schools.	Corps of instruction.	Students.			Libraries.		Property, income, &c.			
			Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1877.	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.
II. DENTAL.											
Louisiana	1	10	5	....	1	....	......	$750	....	....	$500
Maryland	2	28	62	3	36	50	50	12, 500	....	....	9, 660
Massachusetts	2	26	41	2	29	78	3	17, 000	....	....	8, 071
Michigan	1	11	43	....	12	150	75	10, 000	$0	$0	1, 400
Missouri	1	15	15	1	5	200	......	300	....	....	2, 000
New York	1	16	92	5	14	40	......	3, 500	....	....	7, 175
Ohio	1	7	20	6	8	50	6	12, 000	0	0	2, 340
Pennsylvania	2	55	275	5	35	....	......	15, 000	....	....	10, 650
Total	11	168	553	22	140	568	134	71, 050	....	....	41, 796
III. PHARMACEUTICAL.											
California	1	4	37	....	4	....	......	....	....	....	798
Illinois	1	5	61	....	5	1, 000	0	5, 000	0	0	1, 800
Iowa	1	......	......	....	....	....	......	....	....	....	....
Kentucky	1	3	19	....	28	....	......	8, 000	....	....	1, 500
Maryland	1	3	64	....	11	425	15	6, 000	....	....	....
Massachusetts	1	3	58	....	75	300	20	500	2, 000	75	1, 700
Michigan	1	9	69	....	28	....	......	....	....	....	....
Missouri	1	3	50	....	16	25	......	....	....	....	....
New York	1	5	230	0	55	1, 271	91	....	22, 800	2, 300	9, 400
Ohio	1	3	85	....	52	150	......	500	460	....	3, 500
Pennsylvania	1	3	318	....	88	2, 258	125	76, 000	16, 000	1, 550	....
Tennessee	1	6	12	2	2	....	......	....	....	....	....
District of Columbia	1	3	23	....	5	75	20	2, 000	0	0	1, 050
Total	13	50	1, 026	2	369	5, 504	271	98, 000	41, 260	3, 925	19, 748
TOTALS.											
Medical and surgical:											
Regular	66	878	7, 987	657	2, 351	35, 056	160	2, 844, 200	502, 315	13, 577	302, 932
Eclectic	4	29	479	42	180	1, 000	200	180, 000	....	....	26, 690
Homœopathic	12	153	1, 180	246	380	5, 460	295	435, 500	58, 000	2, 721	69, 215
Dental	11	168	553	22	140	568	134	71, 050	....	....	41, 796
Pharmaceutical	13	50	1, 026	2	369	5, 504	271	98, 000	41, 260	3, 925	19, 748
Grand total	106	1, 278	11,225	969	3, 420	47, 588	1, 060	3, 628, 750	601, 575	20, 223	460, 381

The friends of medical education would be surprised to learn the small number of volumes reported in medical libraries. Special attention to their organization, increase, and use would not fail to add to the competency and efficiency of the profession.

Too much credit cannot be given to Surgeon-General J. K. Barnes, U. S. A., and to his assistant, Surgeon J. S. Billings, U. S. A., for their efforts to organize, increase, and catalogue the National Medical Library at Washington, which undoubtedly has no superior. It is to be deeply regretted that the publication of the catalogue has been so long delayed. The benefit of its publication to the profession, and thus to the world, will be incalculable.

Next to the medical library opportunities in Washington are those in Philadelphia. The library of the College of Physicians, that in 1875 numbered over 19,000 volumes, is steadily increasing, as is also the library of the Pennsylvania Hospital, which contained at the same time 12,500 volumes.

The medical department of the University of Pennsylvania has the benefit of a medical library containing more than 3,000 volumes, founded by Prof. Alfred Stillé.

Dr. W. H. Mussey, of Cincinnati, has done great service to the profession by contributing to the Public Library of Cincinnati, Ohio, the Mussey medical collection, amounting to some 5,000 books and pamphlets gathered by his father and himself.

Dr. J. M. Toner, of Washington, offers his library of 18,000 books and pamphlets, on a few apparently reasonable conditions, to the profession in the State of Illinois, to be kept in Chicago, and with it a fund of which the income would meet the expenses of an annual lecture (to be entitled the Toner Medical Lecture) on some subject relating to medicine.

SCHOOLS OF PHARMACY.

The responsibility of a pharmacist has been little understood. Outside of cities and villages physicians generally prepare their own prescriptions. Formerly, in many instances, the medical student prepared and administered the medicines for the patients of his preceptor. The pharmacist, in a measure, bears the same responsibility as the physician. What the exact share of the responsibility exercised by the apothecary is, is reaching a clear definition in law and in the decisions of the courts. The schools of pharmacy may be expected to emphasize this responsibility both with the manufacturer of drugs and medicines and with the dispensing pharmacist. Even the apprentice has been held criminally responsible in the courts. He delivered laudanum for paregoric, causing the death of an infant child. The judge said: "If a party is guilty of negligence, and death results, the party guilty of that negligence is also guilty of manslaughter." Indeed, a universal appreciation of the moral responsibility of a dealer in drugs (that they should be exactly what they are represented to be) would add greatly to the efficiency of our schools of pharmacy.

TABLE XIV.—UNITED STATES MILITARY AND NAVAL ACADEMIES.

In Table XIV of the appendix will be found the statistics of examinations of candidates for admission to the United States Military and Naval Academies for the year 1877.

TABLE XV.—DEGREES.

The following summary shows what degrees on graduation have been conferred in the several States by the institutions mentioned in the various statistical tables in the appendix:

TABLE XV.—*Statistical summary of all degrees conferred.*

	ALL CLASSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.		THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
GRAND TOTAL	*a*8,685	*b*356	3,305	108	846	6	198	24	5	3	180	150	3,213	5	849	58
Total in classical and scientific colleges.	*c*5,565	*b*349	2,695	108	825	6	198	24	5	3	94	148	920	..	761	58
Total in colleges for women	*d*651	1	608	....	21	..	....	..	..	..	....	1	......	..	....	..
Total in professional schools	2,469	6	2	....	......	..	....	..	..	..	*e*86	1	2,293	5	88	..
ALABAMA	*f*110	4	74	4	3	..	....	..	..	..	3	....	15	..	8	..
Classical and scientific colleges.	*f*48	4	30	4	3	..	....	..	..	..	....	....	......	..	8	..
Colleges for women	44	...	44	....	......	..	....	..	..	..	....	....	......	..	....	..
Professional schools	18	....	......	....	......	..	....	..	..	..	3	....	15	..	....	..
ARKANSAS	14	7	14	1	......	..	....	..	..	..	....	5	......	..	....	1
Classical and scientific colleges.	14	7	14	1	......	..	....	..	..	..	....	5	......	..	....	1
Colleges for women	......	....	......	....	......	..	....	..	..	..	....	....	......	..	....	..
Professional schools	......	....	......	....	......	..	....	..	..	..	....	....	......	..	....	..
CALIFORNIA	*g*94	5	28	1	23	..	4	..	..	..	3	3	32	..	....	1
Classical and scientific colleges	*g*59	5	28	1	23	..	4	..	..	..	....	3	......	..	....	1
Colleges for women	......	....	......	....	......	..	....	..	..	..	....	....	......	..	....	..
Professional schools	35	....	....	....	......	..	....	..	..	..	3	....	32	..	....	..
COLORADO	......	....	......	....	......	..	....	..	..	..	....	....	......	..	....	..
Classical and scientific colleges	......	....	......	..	......	..	....	..	..	..	....	....	......	..	....	.
Colleges for women	......	....	......	....	......	..	....	..	..	..	....	....	......	..	....	..
Professional schools	......	....	......	....	......	..	..	..	..	..	....	....	......	..	....	..
CONNECTICUT	314	10	206	5	2	..	52	..	..	..	22	4	4	..	28	1
Classical and scientific colleges.	314	10	206	5	2	..	52	..	..	..	22	4	4	..	28	1
Colleges for women	......	....	......	....	......	..	....	..	..	..	....	....	......	..	....	..
Professional schools	......	....	......	....	......	..	....	..	..	..	....	....	......	..	....	..
DELAWARE	35	2	32	1	......	..	3	..	..	..	....	....	......	..	....	1
Classical and scientific colleges.	16	2	13	1	......	..	3	..	..	..	....	....	......	..	....	1
Colleges for women	19	....	19	....	......	..	....	..	..	..	....	....	......	..	....	..
Professional schools	......	....	......	....	......	..	....	..	..	..	....	....	......	..	....	..
FLORIDA	......	....	......	....	......	..	....	..	..	..	....	....	......	..	....	..
Classical and scientific colleges.	......	....	......	....	......	..	....	..	..	..	....	....	......	..	....	..
Colleges for women	......	....	......	....	......	..	....	..	..	..	....	....	......	..	....	..
Professional schools	......	....	......	....	......	..	....	..	..	..	....	..	......	..	....	..
GEORGIA	253	11	178	2	11	..	3	..	..	..	....	8	47	..	14	1
Classical and scientific colleges.	114	11	65	2	11	..	3	..	..	..	....	8	21	..	14	1
Colleges for women	113	....	113	....	......	..	....	..	..	..	....	....	......	..	....	..
Professional schools	26	....	......	....	......	..	....	..	..	..	..	....	26	..	....	..

a Includes 89 degrees not specified.
b Includes 2 degrees not specified.
c Includes 67 degrees not specified.
d Includes 22 degrees not specified.
e There were also 530 graduates, upon whom in most cases diplomas were conferred.
f Includes 7 degrees not specified.
g Includes 4 degrees not specified.

TABLE XV.—*Statistical summary of all degrees conferred*—Continued.

	ALL CLASSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.		THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
ILLINOIS	*a*704	29	185	11	80		18				24	13	253		143	5
Classical and scientific colleges	*a*409	29	160	11	80		18				9	13	39		102	5
Colleges for women	25		25													
Professional schools	270										15		214		41	
INDIANA	*a*129	14	52	9	39			1	1			3	36			1
Classical and scientific colleges	*a*86	14	45	9	39			1	1			3				1
Colleges for women	7		7													
Professional schools	36												36			
IOWA	401	7	124		36		10				3	4	130		98	3
Classical and scientific colleges	284	7	124		36		10				3	4	13		98	3
Colleges for women																
Professional schools	117												117			
KANSAS	25	3	15		10							1				2
Classical and scientific colleges	19	2	9		10											2
Colleges for women	6	1	6									1				
Professional schools																
KENTUCKY	*b*303	7	90	1	11							5	175			1
Classical and scientific colleges	*b*76	7	42	1	7							5				1
Colleges for women	52		48		4											
Professional schools	175												175			
LOUISIANA	47	1	12	1									35			
Classical and scientific colleges	4	1	4	1												
Colleges for women	8		8													
Professional schools	35												35			
MAINE	144	5	87	4	29						3	1	25			
Classical and scientific colleges	130	5	73	4	29						3	1	25			
Colleges for women	14		14													
Professional schools																
MARYLAND	208	3	22	1	3							1	162		21	1
Classical and scientific colleges	16	3	13	1	3							1				1
Colleges for women	9		9													
Professional schools	183												162		21	
MASSACHUSETTS	788	22	373	8	52		13	3	1		39	5	210		100	6
Classical and scientific colleges	684	22	373	8	52		13	3	1		31	5	114		100	6
Colleges for women																
Professional schools	104										8		96			
MICHIGAN	449	11	84	4	52	1	26					4	165		122	2
Classical and scientific colleges	419	11	84	4	52	1	26					4	135		122	2
Colleges for women																
Professional schools	30												30			

a Includes 1 degree not specified.

b Includes 27 degrees not specified.

TABLE XV.—*Statistical summary of all degrees conferred*—Continued.

	All classes.		Letters.		Science.		Philosophy.		Art.		Theology.		Medicine.		Law.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
MINNESOTA	*a*38	...	17	...	12	..	...	..	..	..	...	...	...	..	...	..
Classical and scientific colleges	*a*29	...	15	...	5	..	...	..	..	..	...	...	...	..	...	..
Colleges for women	9	...	2	...	7	..	...	..	..	..	...	...	...	..	...	..
Professional schools	...	...	...	...	...	..	...	..	..	..	...	...	...	..	...	..
MISSISSIPPI	57	6	46	...	11	..	...	1	..	..	...	5	...	..	...	..
Classical and scientific colleges	15	6	9	...	6	..	...	1	..	..	...	5	...	..	...	..
Colleges for women	42	...	37	...	5	..	...	..	..	..	...	...	...	..	...	..
Professional schools	...	...	...	...	...	..	...	..	..	..	...	...	...	..	...	..
MISSOURI	*b*330	*c*7	37	...	24	..	4	1	..	..	38	1	176	2	35	1
Classical and scientific colleges	*d*110	*c*5	31	...	20	..	4	1	..	..	...	1	5	..	35	1
Colleges for women	*e*11	...	6	...	4	..	...	..	..	..	...	...	...	..	...	..
Professional schools	209	2	...	...	...	..	...	..	..	..	38	...	171	2	...	..
NEBRASKA	5	...	3	...	...	..	...	..	..	..	2	...	...	..	...	..
Classical and scientific colleges	5	...	3	...	...	..	...	..	..	..	2	...	...	..	...	..
Colleges for women	...	...	...	...	...	..	...	..	..	..	...	...	...	..	...	..
Professional schools	...	...	...	...	...	..	...	..	..	..	...	...	...	..	...	..
NEVADA	...	...	...	...	...	..	...	..	..	..	...	...	...	..	...	..
Classical and scientific colleges	...	...	...	...	...	..	...	..	..	..	...	...	...	..	...	..
Colleges for women	...	...	...	...	...	..	...	..	..	..	...	...	...	..	...	..
Professional schools	...	...	...	...	...	..	...	..	..	..	...	...	...	..	...	..
NEW HAMPSHIRE	*f*57	9	8	6	17	..	...	1	..	..	...	1	22	..	...	1
Classical and scientific colleges	39	9	...	6	17	..	...	1	..	..	...	1	22	..	...	1
Colleges for women	*f*18	...	8	...	...	..	...	..	..	..	...	...	...	..	...	..
Professional schools	...	...	...	...	...	..	...	..	..	..	...	...	...	..	...	..
NEW JERSEY	231	10	195	1	36	1	...	4	..	..	...	2	...	..	...	2
Classical and scientific colleges	227	10	191	1	36	1	...	4	..	..	...	2	...	..	...	2
Colleges for women	4	...	4	...	...	..	...	..	..	..	...	...	...	..	...	..
Professional schools	...	...	...	...	...	..	...	..	..	..	...	...	...	..	...	..
NEW YORK	1,236	42	321	9	136	..	19	7	3	1	...	17	626	..	131	8
Classical and scientific colleges	929	41	321	9	136	..	19	7	3	1	...	16	319	..	131	8
Colleges for women	...	...	...	...	...	..	...	..	..	..	...	...	...	..	...	..
Professional schools	307	1	...	...	...	..	...	..	..	..	...	1	307	..	...	..
NORTH CAROLINA	43	23	37	7	5	..	1	..	..	..	...	12	...	..	...	4
Classical and scientific colleges	18	23	12	7	5	..	1	..	..	..	...	12	...	..	...	4
Colleges for women	25	...	25	...	...	..	...	..	..	..	...	...	...	..	...	..
Professional schools	...	...	...	...	...	..	...	..	..	..	...	...	...	..	...	..

a Includes 9 degrees not specified.
b Includes 16 degrees not specified.
c Includes 2 degrees not specified.
d Includes 15 degrees not specified.
e Includes 1 degree not specified.
f Includes 10 degrees not specified.

TABLE XV.—*Statistical summary of all degrees conferred*—Continued.

	ALL CLASSES.		LETTERS.		SCIENCE.		PHILOSOPHY.		ART.		THEOLOGY.		MEDICINE.		LAW.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
OHIO	755	34	232	10	48	1	3	1	..	..	19	16	427	1	26	5
Classical and scientific colleges	283	33	213	10	48	1	3	1	..	..	19	16	......	..	....	5
Colleges for women	19	....	19	....	......	..	....	..	..	..	....	....	......	..	....	..
Professional schools	453	1	......	....	......	..	....	..	..	..	....	....	427	1	26	..
OREGON	34	1	13	....	21	..	....	1	..	..	....	....	......	..	....	..
Classical and scientific colleges	34	1	13	....	21	..	....	1	..	..	....	....	......	..	....	..
Colleges for women	......	....	......	....	......	..	....	..	..	..	....	....	......	..	....	..
Professional schools	......	....	......	....	......	..	....	..	..	..	....	....	......	..	....	..
PENNSYLVANIA	951	35	297	9	61	3	19	1	..	..	14	18	536	2	24	2
Classical and scientific colleges	512	33	281	9	61	3	19	1	..	..	2	18	125	..	24	2
Colleges for women	14	....	14	....	......	..	....	..	..	..	....	....	......	..	....	..
Professional schools	425	2	2	....	......	..	....	..	..	..	12	....	411	2	....	..
RHODE ISLAND	72	2	68	2	......	..	4	..	..	..	....	....	......	..	....	..
Classical and scientific colleges	72	2	68	2	......	..	4	..	..	..	....	....	......	..	....	..
Colleges for women	......	....	......	....	......	..	....	..	..	..	....	....	......	..	....	..
Professional schools	......	....	......	....	......	..	....	..	..	..	....	....	......	..	....	..
SOUTH CAROLINA	78	3	58	....	1	..	....	..	..	..	....	2	19	..	....	1
Classical and scientific colleges	39	3	38	....	1	..	....	..	..	..	....	2	......	..	....	1
Colleges for women	20	....	20	....	......	..	....	..	..	..	....	....	......	..	....	..
Professional schools	19	....	......	....	......	..	....	..	..	..	....	....	19	..	....	..
TENNESSEE	312	15	192	6	14	..	2	..	..	..	3	8	54	..	47	1
Classical and scientific colleges	179	15	61	6	14	..	2	..	..	..	3	8	52	..	47	1
Colleges for women	131	....	131	....	......	..	....	..	..	..	....	....	......	..	....	..
Professional schools	2	....	......	....	......	..	....	..	..	..	....	...	2	..	....	..
TEXAS	55	2	43	....	......	..	12	..	..	..	....	2	......	..	....	..
Classical and scientific colleges	32	2	20	....	......	..	12	..	..	..	....	2	......	..	....	..
Colleges for women	23	....	23	....	......	..	....	..	.	..	....	....	......	..	....	..
Professional schools	......	....	......	....	......	..	....	..	..	..	....	....	......	..	...	..
VERMONT	[a]74	9	32	4	3	..	3	1	..	..	....	2	33	..	....	2
Classical and scientific colleges	[a]71	9	29	4	3	..	3	1	..	..	....	2	33	..	....	2
Colleges for women	3	....	3	....	......	..	....	..	..	..	....	....	......	..	....	..
Professional schools	......	....	......	....	......	..	....	..	..	..	....	...	......	..	....	..
VIRGINIA	[b]162	4	39	....	58	..	1	..	..	..	....	3	26	..	27	1
Classical and scientific colleges	126	4	28	....	57	..	1	..	..	..	....	3	13	..	27	1
Colleges for women	[b]23	....	11	....	1	..	....	..	..	..	....	....	......	..	....	..
Professional schools	13	....	......	....	......	..	....	..	..	..	....	....	13	..	....	..
WEST VIRGINIA	9	....	6	....	3	..	....	..	..	..	....	....	......	..	....	..
Classical and scientific colleges	9	....	6	....	3	..	....	..	..	..	....	....	......	..	....	..
Colleges for women	......	....	......	....	......	..	....	..	..	..	....	....	......	..	....	..
Professional schools	......	....	......	....	......	..	....	..	..	..	...	....	......	..	....	..

[a] Includes 3 degrees not specified.

[b] Includes 11 degrees not specified.

TABLE XV.—*Statistical summary of all degrees conferred*—Continued.

	All classes.		Letters.		Science.		Philosophy.		Art.		Theology.		Medicine.		Law.	
	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.	In course.	Honorary.
Wisconsin	133	8	71	....	45	..	....	1	..	2	7	4	......	..	10	1
Classical and scientific colleges	114	8	59	....	45	..	....	1	..	2	....	4	......	..	10	1
Colleges for women	12	....	12	....	......	..	...	..	..	..	....	....	......	..	....	..
Professional schools	7	...	......	....	......	..	....	..	..	..	7	....	......	..	....	..
District of Columbia	35	5	14	1	......	..	1	1	..	..	....	...	5	..	15	3
Classical and scientific colleges	30	5	14	1	......	..	1	1	..	..	....	....	......	..	15	3
Colleges for women	......	....	......	....	......	..	....	..	..	..	....	....	......	..	....	..
Professional schools	5	....	......	....	......	..	....	..	..	..	....	....	5	..	....	..

TABLE XVI.—PUBLIC LIBRARIES.

Special improvement has been noted during the year in the use of two classes of educational libraries: (1) those in connection with colleges and universities, and (2) those connected with public schools, the improvement in both instances largely depending upon the methods and efficiency of the librarian. Public libraries have in many instances been characterized by marked increase of usefulness from the same cause. Mr. Justin Winsor's efforts in connection with Harvard University Library have been conspicuous in their favorable effects upon college library management generally.

1. The improvement in this department of library work is well illustrated by the following summary of the circulation in the library of Colby University, Waterville, Me.

Circulation of books in the library of Colby University.

Academic year.	Volumes issued to students.	Average number to each student.	Remarks.
1868–'69	342	6.7	Library up two flights; open twice a week; S. K. S., librarian.
1869–'70	442	8.4	Library moved to new building; students not allowed beyond an iron bar, 20 feet from the door.
1870–'71	636	12	
1871–'72	541	10.4	
1872–'73	761	14.6	First assistant librarian himself took out 87 volumes; second assistant librarian himself took out 76 volumes.
1873–'74	867	14	Edward W. Hall, librarian; no assistant.
1874–'75	1,258	15.3	Library open from 9 to 9.30 daily; iron bar removed, and tables instead.
1875–'76	2,021	22.2	Open 9 to 9.30; also, Wednesday and Saturday p. m.; students freely admitted to alcoves.
1876–'77	2,944	27	Assistant required, to charge books.

The gratifying increase in the usefulness of the library thus shown was not at all due to any improper influence or any shortening of the time of loans which would increase the number. It arose from the labors of the present efficient librarian (Prof. E. W. Hall) in cataloguing, indexing, and making accessible the contents of the library; from his effort to procure, by gift or purchase, desirable books actually in demand; from appointing the library hour at the close of chapel service, when the students would all be assembled near by within the building, and from throwing open the alcoves to the free inspection of the students.

It is affirmed that there has been no trouble arising from admitting students to the shelves. Not a volume has been missed, and there is very little misplacing of books. The saving in assistants and delay in procuring books would far more than equal a loss of fifty dollars' worth of books a year.

2. The better use of books in connection with elementary and secondary schools has been aided by the efforts of intelligent teachers, who have made it their aim to acquaint themselves with the taste for reading among their pupils, and to guide it aright by suggesting authors and topics. The influence of the Library Journal and of the conferences of librarians has contributed greatly to the increased efficiency of libraries as a means of education.

LIBRARY OF CONGRESS.

The following is taken from the report of the librarian, Mr. A. R. Spofford, for the year 1877:

Extent of the collection.—Rapid progress in the growth of the library and all its interests, except the provision of adequate space for its fast accumulating treasures, has characterized the year just closed. The number of readers has been far greater than ever before, the majority of whom are serious students in quest of authorities and information, and it is at times impossible to furnish adequate accommodations, within the narrow space at command, both for the readers and for the members of Congress themselves.

The enumeration of books January 1, 1878, exhibits an aggregate of 331,118 volumes and about 110,000 pamphlets. Of the books, no less than 39,796 belong to the law department of the library. At the date of the last annual report the library contained 311,097 volumes. The increase during the last year was thus 20,021 volumes, derived from the following specific sources, namely:

	Books.	Pamphlets.
By purchase	7, 682	849
By copyright	8, 952	5, 340
By deposit of the Smithsonian Institution	2, 231	2, 184
By donation (including State documents)	1, 030	320
By exchange	126	655
Total	20, 021	9, 348

To this should be added maps and charts, to the number of 2,622, acquired during the year 1877.

Copyrights.—There were entered, during the calendar year 1877, 15,758 publications, as against 14,882 for the year preceding, 1876.[1] This is an increase over the preceding year of 876 publications. The aggregate of copyright fees paid into the Treasury amounted to $13,076. The deposits of publications protected by copyright, under the law requiring that two copies of each book or other publication entered be transmitted to the Librarian of Congress, show the following result for the year under the various designations of articles which are lawful subjects of copyright:

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[1] The following data from the Leipziger Catalog exhibit a classification according to subject of the books published in Germany during 1877: Independent works, 14,000, in over 20,000 volumes; number of different authors, excluding anonymous writers, 10,000; encyclopædias, bibliography, and science of literature, 372; theology, 1,253; law, politics, and statistics, 1,329; medicine, 755; natural science, chemistry, and pharmacy, 740; philosophy, 163; school books and pedagogy, 1,629; books for the young, 485; classics, Oriental languages, and antiquities, 520; modern languages, 445; history, 739; geography 311; mathematics and astronomy, 166; military works, 347; commerce and industry, 525; architecture, mining, engineering, and navigation, 378; shooting, hunting, fishing, and forestry, 103; agriculture and horticulture, 392; belles-lettres, 1,126; popular works, 540; masonry, 17; miscellaneous, 507; maps, 336. To each thousand inhabitants there are 103 subscribers for political newspapers in all Germany. The figure is much larger in the south, where it varies from 125 to 150, than in the north, where it does not reach 100. Alsace-Lorraine is the least reading province in Germany, counting only 35 subscribers to every 1,000 inhabitants.

Books	8,952
Periodicals	7,036
Musical compositions	5,710
Dramatic compositions	153
Photographs	1,688
Engravings and chromos	1,888
Maps, charts, and drawings	2,296
Prints	154
Designs	81
Total	27,958

As two copies of each publication are deposited, the net additions to the collections of copyright material in the library foot up 13,979 articles, of which 4,476 are separate books, besides a still greater number of periodicals.

New catalogue.—The printing of the new general catalogue of the library, so long ready for the press, is now proceeding. This catalogue will embrace the titles of all the works in the library up to 1877, including both books and pamphlets. The arrangement will be that most generally approved, by authors' names in a single alphabet. Embodying as it will the titles of a larger collection of English and American literature, to say nothing of other languages, than has ever been embraced in the printed catalogue of any existing library in a single alphabet, it is hoped that it may be found a work of reference of the highest utility to all.

Index to the documents, debates, and laws of Congress.—This work, embracing as it does the contents of over 1,500 volumes, is one of such magnitude as to require the most careful application both of industry and of time to the work involved. There have already been indexed the Annals of Congress, 42 volumes; the Register of Debates, 29 volumes; nearly the whole of the Congressional Globe and the Congressional Record, 135 volumes; with 18 volumes of the Statutes at Large, up to the last Congress. There still remain to be indexed a great proportion of the executive and other documents of Congress. Meanwhile there has been offered to the Committee on the Library, on certain conditions as to printing, the index of documents alone, prepared in manuscript by the officers of the Boston Public Library and assumed to be approximately complete. With a view to avoid delay, the librarian recommends that the Library Committee consider the expediency of accepting these already prepared materials for an index, with such revision and additions as may be found important, the whole to be printed in one alphabet, with the index to the debates of Congress and the laws. Under each topic of legislation there can then be traced its history, with complete references to its discussion in both houses of Congress, to all reports or documents bearing thereon, and to the laws affecting the subject, in chronological order.

Documents relating to French discoveries and explorations.—During the year, the second volume of the publication of original historical documents exhibiting the French discoveries and explorations in the northwestern regions of the United States and on the Mississippi has been received from Paris, and the third volume approaches completion. The recommendation is renewed that as the cost to the Government of each set of this work in six volumes is about twenty dollars and as the edition is small (being only 500 copies), the librarian be authorized to exchange copies of the work with historical societies and other libraries for books, periodicals, and pamphlets, deemed of equal value, to enrich the collections of Congress. The great interest and value of the letters and papers embodied in this collection, as throwing light upon the aboriginal tribes and pioneer settlements in what are now great and populous Commonwealths, fully vindicate the wisdom of Congress in making the moderate appropriation necessary for this publication.

Resolves, ordinances, and acts of the Continental Congress and the Congress of the Confederation.—The librarian was charged by act of March 3, 1877, with the editing and preparation for the press of the resolves, ordinances, and acts of the Continental Congress and the Congress of the Confederation, "to be taken from the journals." After a thorough examination of the printed journals, in thirteen volumes, and a careful comparison of them with the original manuscript journals of the Congress, preserved in thirty-nine volumes in the Department of State, the librarian found that such large and important omissions had been made in printing these inestimable records of our early political history as to justify him in suspending any attempt at a selection or a fragmentary publication from the journals until Congress should be consulted as to the expediency of printing the originals in full.

County and town histories.—Under the joint resolution of March 13, 1876, and the proclamation of May 25, of the same year, recommending that the several counties and towns in the United States cause to be prepared a historical sketch of each county or town from its foundation to the year 1876, and that a copy in print or manuscript be filed in the Library of Congress, there have been received up to date two hundred and twenty-five historical memorials, which are carefully laid aside and catalogued for binding and preservation. While it may be regretted that the suggestion of Congress has not been to a larger extent complied with, no such contribution to our historical literature can be wholly without benefit.

New building for the library.—The librarian renews, for the sixth time, his earnest appeal to the judgment and patriotism of Congress, that this body will no longer permit the great collection of literature and art confided to its care to suffer injury and loss in its present narrow and inconvenient quarters. The space which five years ago was too small for the library is now, through the accumulation of nearly one hundred thousand additional volumes, utterly inadequate not only to store the books, pamphlets, maps, charts, engravings, and other works of art, but it is at times uncomfortably crowded by those persons laudably seeking to make the best use of its rich and overflowing stores. A new library building has become a positive and immediate necessity to furnish room for the readers, to say nothing whatever of room for the books, nearly seventy thousand volumes of which are now piled upon the floors in all directions.

LIBRARY OF THE OFFICE.

The increase of the library in books and pamphlets relating to education is highly gratifying. The removal, however, to other quarters has been very damaging to it as well as to other office material. The value of the library and the demands upon it in the office work have become so great that I have withdrawn from other important work one of the clerks best informed in library matters, to arrange, classify, and catalogue the material already collected, in order that it may be more available for use in the investigations of the Office or of visitors.

Closely connected with the library are the collections of educational appliances. Often the sight of the plan of a building, or of an article of educational apparatus, will furnish a basis of judgment more correct than could be obtained from any description in words. The collection of these plans and appliances from foreign countries in the possession of the Office is already valuable. Indeed, a visitor may now obtain from the library and museum together information the acquisition of which might otherwise involve extensive travel.

TABLE XVI.—*Summary of statistics of additional public libraries for 1877.*

States.	Number of libraries.	Number of volumes.	Volumes added during last library year.	Volumes issued during last library year.	Amount of permanent fund.	Total yearly income.	Yearly expenditures.	
							Books, periodicals, and binding.	Salaries and incidentals.
California	1	734	36	1,650	....	$384	$18	$362
Connecticut	2	929	67	2,800	....	430	80	212
Illinois	4	6,959	2,565	16,006	$64,000	5,089	649	1,583
Iowa	4	7,067	2,086	5,342	500	2,002	865	1,081
Kansas	2	2,952	390	17,419	....	680	300	....
Maine	3	649	89	2,225	....	62	114	....
Maryland	1	2,800	....	....	0	315	165	150
Massachusetts	11	11,844	2,384	[a]5,750	7,000	43,314	3,590	20,307
Michigan	2	2,841	3	9,772	....	708	252	266
New Hampshire	1	....	....	....	1,000	....	....	....
New Jersey	4	12,603	232	12,401	32,200	4,199	3,010	19,900
New York	1	5,963	....	....	30,000	2,115	....	800
Ohio	2	[b]338	347	....	....	400	100	275
Pennsylvania	4	6,565	3,168	11,389	6,300	4,406	2,149	2,022

[a] Only 4 reporting this item.

[b] Only 1 reporting this item.

TABLE XVI.—*Summary of statistics of additional public libraries for* 1877—Continued.

States.	Number of libraries.	Number of volumes.	Volumes added during last library year.	Volumes issued during last library year.	Amount of permanent fund.	Total yearly income.	Yearly expenditures.	
							Books, periodicals, and binding.	Salaries and incidentals.
Rhode Island	1	12, 172	1, 865	31, 768	$92, 750	....	....	....
Tennessee	1	1, 678	1, 678	410	....	$210	$172	$2, 405
Vermont	3	2, 920	557	5, 232	4, 000	3, 370	1, 463	1, 009
Wisconsin	1	2, 563	635	19, 440	0	1, 726	875	579
Total	48	81, 577	16, 102	141, 604	237, 750	69, 410	13, 802	50, 951

In order to make the statistical information in regard to public libraries as complete as possible for those who receive this report and did not receive the report for 1876, the following table is here reprinted:

Statistics of additional public libraries numbering each 300 *volumes or upwards*

[Returns from the libraries named in this table were received

	Name.	Location.	Librarian or secretary.
	1	2	3
1	American Association for the Advancement of Science.		Frederick W. Putnam, secretary (office, Salem, Mass.).
2	American Medical Association		William Lee, M. D. (address, 2111 Pennsylvania ave., Washington, D. C.).
3	American Social Science Association		F. B. Sanborn, corresponding secretary (Concord, Mass.).
4	Los Angeles Public Library	Los Angeles, Cal	
5	Wauregan Village Library Associat'n	Wauregan, Conn	Henry Johnson
6	Library Association	West Killingly, Conn	Mary Dexter
7	Atlanta City Library	Atlanta, Ill	George L. Shoals
8	Cambridge Public Library	Cambridge, Ill	Miss Addie Dean
9	Young Men's Christian Ass'n Lib	Peru, Ill	Henry Phillips
10	Frankfort Public Library	Frankfort, Ind	R. G. Boone
11	Masonic Lib. Grand Lodge of Iowa	Iowa City, Iowa	T. S. Parvin
12	Blue Rapids Ladies' Library Ass'n	Blue Rapids, Kans	Misses Hall and Dawes
13	Ellis Library Association	Ellis, Kans	George C. Miller
14	Kansas State Historical Society	Topeka, Kans	F. G. Adams, secretary
15	State Board of Agriculture	Topeka, Kans	Alfred Gray (ex officio)
16	Deering Public Library	Deering (p. o., Woodford's), Me.	George C. Codman
17	Rice Public Library	Kittery, Me	Miss A. A. P. Goodsoe
18	Portland Society of Natural History	Portland, Me	John M. Gould, cor. secretary
19	Catonsville Lib'y and Lit'y Ass'n	Catonsville, Md	D. P. Barnette
20	American Institute of Instruction	Boston, Mass. (16 Hawley st.).	Thomas W. Bicknell
21	Library of the American Statistical Association.	Boston, Mass. (1 Somerset st.).	R. W. Wood
22	Franklin Typographical Society's Library.	Boston, Mass	
23	State Agricultural Library	Boston, Mass	C. L. Flint
24	Turner Library	Boston, Mass. (29 Middlesex st.).	Leo Huegle
25	Hadley Young Men's Library Ass'n	Hadley, Mass	F. Bonney
26	North Amherst Library Association	North Amherst, Mass	F. P. Ainsworth
27	North Chelmsford Library	North Chelmsford, Mass	Fred. T. Gay
28	First Parish Library	Petersham, Mass	Dea. J. M. Holman
29	Turner Free Library	Randolph, Mass	Charles C. Farnham
30	Revere Social Library	Revere, Mass	David W. Stowers
31	Rowley Book Club	Rowley, Mass	Frances S. Todd
32	South Adams Library Association	South Adams, Mass	C. F. Sayles

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[1] Public Libraries in the United States: Their History, Condition, and Management. Part I. Department of the Interior, Bureau of Education. Washington, 1876.

a Volumes and pamphlets.

b Total increase in last year in volumes and pamphlets.

for 1876; *from replies to inquiries by the United States Bureau of Education.*

after the publication of the Special Report on Public Libraries.][1]

When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.		
						Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.	
4	5	6	7	8	9	10	11	12	13	
1848	....	Scientific........	*a*1, 500	....	....	....	....	....	....	1
1869	Free	Medical	*a*1, 514	*b*500	0	$0	$0	$0	....	2
1865	....	Scientific........	*c*312	....	....	....	....	....	....	3
1872	Subscription ..	Social	1, 600	....	....	....	....	....	....	4
1861	Subscription ..	Social	927	50	350	0	75	75	$0	5
1854	Subscription ..	Social	1, 400	70	2, 250	0	75	75	0	6
1874	Free	Public	375	75	....	0	150	100	35	7
1876	Free	Public	300	150	....	....	200	200	0	8
1875	Subscription ..	Y. M. C. A.......	464	....	418	0	127	....	13	9
1877	Free	Public	300	....	....	0	....	....	....	10
1844	Free	Social	1, 500	100	....	....	350	200	200	11
1874	Subscription ..	Social	1, 279	215	1, 920	....	220	....	....	12
1874	Subscription ..	Social	400	100	228	0	120	120	0	13
1875	Free	Historical	500	*d*1, 000	....	0	*e*1, 500	1, 000	500	14
1870	....	Scientific........	400	125	....	....	....	75	....	15
1870	Subscription ..	Public	946	73	1, 500	0	150	110	12	16
1874	Free	Public	1, 027	450	1, 026	30, 000	1, 200	700	400	17
1843	....	Scientific........	*f* 800	....	....	....	....	....	....	18
1877	Subscription ..	Social	543	....	....	0	1, 000	*d*900	375	19
1840	Free	Scientific........	850	....	....	0	0	0	0	20
1839	....	Scientific........	2, 953	....	....	2, 500	....	....	....	21
1829	Free	Social	2, 000	100	2, 099	....	115	115	0	22
1853	Free	Scientific........	2, 500	100	0	0	....	50	0	23
1849	Free	Social	900	50	450	0	50	100	0	24
1856	Subscription ..	Social	1, 164	50	2, 000	0	100	100	0	25
1869	Free	Public	595	100	2, 800	0	100	125	25	26
1872	Subscription ..	Social	1, 288	70	2, 298	0	67	47	64	27
......	Free	Social	300	15	750	....	20	20	......	28
1876	Free	Public	4, 650	....	*d*24, 000	5, 000	1, 800	....	1, 200	29
1824	Subscription ..	Social	327	0	....	0	0	....	0	30
1867	Subscription ..	Social	500	50	1, 500	0	75	50	35	31
1863	Subscription ..	Social	970	....	....	....	80	67	39	32

c Also 2,000 pamphlets.
d Estimated.

e State appropriation.
f Also, 4,200 pamphlets.

Statistics of additional public libraries numbering each

	Name.	Location.	Librarian or secretary.
	1	2	3
33	Mutual Library Association	South Weymouth, Mass	Alfred H. Wright
34	Webster Library Association	Webster, Mass	Edwin W. Brown
35	Wenham Library Association	Wenham, Mass	J. Choate, jr
36	Williamsburgh Library Association	Williamsburgh, Mass	William A. Hawks
37	Williamstown Public Library	Williamstown, Mass	Charles R. Foote
38	Ann Arbor City Library	Ann Arbor, Mich	Mrs. S. A. Crane
39	East Saginaw Public Library	East Saginaw, Mich	W. L. Smith
40	Pent Water Township Library	Pent Water, Mich	John Ripley
41	Ladies' Library	Quincy, Mich	E. A. Barnes
42	Romeo Fire Department Library	Romeo, Mich	M. P. Owen
43	Public School Library	Saginaw City, Mich	C. A. Gower
44	Floral Club Library	Austin, Minn	Mrs. Dr. Wheat
45	Ironton Library Association	Ironton, Mo	J. W. Wilkinson
46	Maryville Library and Lecture Ass'n	Maryville, Mo	Fred. D. Snyder
47	Hampton Library Association	Hampton, N. H	S. Albert Shaw
48	Wolfborough Public Library Association.	Wolfborough, N. H	Wm. C. Fox
49	Hackensack Library and Reading Room.	Hackensack, N. J	Mrs. A. Friend
50	Seymour Library Association	Auburn, N. Y	B. B. Snow, secretary
51	Hampton Library	Bridgehampton, N. Y	John F. Youngs
52	Cathedral Library of the Diocese of Long Island. *b*	Brooklyn, N. Y	Rev. C. Ellis Stevens
53	Fredonia Library Association	Fredonia, N. Y	Miss Fanny Dewitt
54	American Museum of Natural History.	New York, N. Y. (Central Park).	Prof. A. S. Bickmore, superintendent.
55	American Society of Civil Engineers.	New York, N. Y. (104 E. 20th st.).	G. Leverich
56	Free Library and Reading Room of the Brick Church Chapel.	New York, N. Y. (228 W. 35th st.).	E. Jasper
57	Library of the New York Produce Exchange.	New York, N. Y. (Whitehall st.).	....
58	Starr Institute	Rhinebeck, N. Y	Samuel Drury
59	The Barneveld Library	Trenton, N. Y	Miss S. Richardson
60	Pioneer Library	Lenoir, N. C	G. W. F. Harper
61	Cleveland Library Association	Cleveland, Ohio	A. P. Massey
62	Kirtland Society of Natural Sciences	Cleveland, Ohio	S. G. Williams, cor. secretary
63	Cincinnati Observatory	Mount Lookout, Ohio	Prof. Ormond Stone, director
64	South Amherst Library Association	South Amherst, Ohio	Mrs. H. L. Shepard
65	Library of the Society of Natural Sciences.	Toledo, Ohio	E. H. Fitch, acting librarian
66	Library of the Moravian Archives	Bethlehem, Pa	Rev. Edmund de Schweinitz
67	Darby Library Company	Darby, Pa	Mary Taylor

a Reorganized. *b* To be removed to Garden City when the Cathedral of the Incarnation is completed.
c For first five months. *d* Conchological section. *e* Also 3,300 unbound volumes.

300 *volumes or upwards for* 1876, *&c.*—Concluded.

When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.		
						Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.	
4	5	6	7	8	9	10	11	12	13	
1863	Subscription	Social	1, 079	50	3, 000	$0	$90	....	$75	33
1867	Subscription	Social	1, 148	45	4, 025	0	275	$77	195	34
1858	Subscription	Social	520	20	400	0	25	23	2	35
1876	Subscription	Social	353	....	....	....	....	....	....	36
1874	Free	Public	1, 100	150	3, 500	0	210	150	60	37
1860	Free	Public	625	....	3, 900	....	....	....	....	38
1875	Free	Public	4, 176	200	22, 500	....	700	200	500	39
1863	Free	Public	448	100	3, 200	....	150	150	52	40
1874	Subscription	Social	300	50	1, 160	0	30	50	35	41
1877	Free	Social	400	....	....	....	....	....	....	42
1867	Free	School	3, 000	200	20, 000	0	200	200	100	43
1869	Subscription	Social	640	92	800	0	150	100	50	44
*a*1876	Subscription	Social	393	....	....	0	108	108	0	45
1876	Subscription	Social	500	....	3, 215	....	....	700	50	46
1865	Subscription	Social	750	30	1, 227	0	70	40.	30	47
1867	Subscription	Social	600	5	100	0	10	10	0	48
1870	Subscription	Social	1, 369	100	3, 000	0	600	100	500	49
1876	Subscription	Social	....	....	....	30, 000	....	....	....	50
1876	Subscription	Social	3, 510	....	....	10, 000	....	....	....	51
1876	Free	Social	1, 000	....	....	0	0	....	30	52
1876	Subscription	Social	700	....	7, 200	....	*c*361	*c*174	*c*136	53
......	Free	Scientific	*d*1, 000	....	....	....	....	....	....	54
1852	Subscription	Scientific	*e*2, 200	275	0	9, 000	....	....	....	55
1868	Free	Social	2, 950	....	6, 955	....	....	....	....	56
1872	Free	Miscellaneous	1, 350	250	0	0	0	300	0	57
1862	Subscription	Social	3, 233	....	4, 928	....	100	....	400	58
1875	Subscription	Social	1, 280	70	1, 000	0	120	80	40	59
1875	Subscription	Social	455	225	1, 954	0	329	329	0	60
1848	Subscription	Social	12, 000	400	20, 000	326, 000	5, 000	1, 000	1, 600	61
1869	....	Scientific	437	....	....	....	....	....	....	62
......	Free	Scientific	1, 500	....	....	....	....	....	....	63
1866	Subscription	Social	350	50	....	....	40	....	....	64
1870	Free	Scientific	300	150	....	0	0	....	0	65
1742	....	Historical	*f*1, 500	....	....	....	....	....	....	66
1743	Subscription	Social	4, 000	150	7, 000	0	650	200	450	67

f Volumes and pamphlets; the library also contains about 1,000 manuscripts.

Statistics of additional public libraries numbering each

	Name.	Location.	Librarian or secretary.
	1	2	3
68	St. Timothy's Workingmen's Club and Institute.	Philadelphia, Pa. (Roxborough).	I. Vaughan Merrick
69	Young Men's Library	Sewickley, Pa	Miss Sadie Ague
70	Titusville Library Association	Titusville, Pa	William J. Carpenter
71	The Rogers Free Library[b]	Bristol, R. I	Rev. Jas. P. Lane, sec. trustees
72	Crompton Free Library	Centreville, R. I	Miss Clara Bartlett
73	Library of the Juvenile Society	Peacham, Vt	John O. Cowles
74	Augusta Law Library	Staunton, Va	Meade F. White
75	Y. M. C. A. Circulating Library	Staunton, Va	William Stiff
76	Stevens Point Library Association	Stevens Point, Wis	Julia E. Curran

[a] Estimated.

300 *volumes or upwards for* 1876, *&c.*—Continued.

When founded.	Free or subscription.	Class.	Number of volumes.	Average yearly additions.	Yearly circulation.	Fund and income.		Yearly expenditures.		
						Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.	
4	5	6	7	8	9	10	11	12	13	
1873	Subscription ..	Social	900	200	900	$1, 666	$450	$150	....	68
1873	Subscription ..	Social	1, 000	....	1, 506	0	700	320	$380	69
1877	Subscription ..	Social	1, 000	....	....	3, 000	*a*1, 500	1, 000	850	70
1877	Free	Public	....	....	....	....	600	....	....	71
1876	Free	Public	2, 075	802	10, 750	0	400	....	275	72
1810	Subscription ..	Social	1, 200	50	4, 900	1, 000	60	60	25	73
1852	Subscription ..	Law	1, 440	30	....	0	220	220	0	74
1876	Subscription ..	Y. M. C. A......	844	146	2, 200	0	....	....	350	75
1868	Subscription ..	Social	800	100	2, 400	0	225	100	75	76

b Not yet open; building not completed.

Adding the totals of the two preceding summaries to the statistics of the Special Report on Public Libraries, published by this Bureau in 1876 (see also the Report of the Commissioner of Education for 1875, p. cvii), we have the following aggregates for the 3,771 public libraries now reported:

Total number of volumes	12,458,050
Total yearly additions (1,592 libraries reporting)	457,824
Total yearly use of books (811 libraries reporting)	9,206,782
Total amount of permanent fund (1,746 libraries reporting)	$6,761,497
Total amount of yearly income (919 libraries reporting)	1,399,113
Total yearly expenditures for books, periodicals, and binding (843 libraries reporting).	586,279
Total yearly expenditures for salaries and incidental expenses (711 libraries reporting).	742,275

It should be noted, however, that the figures for these items are but approximately true for the libraries of the country, inasmuch as they do not include the very considerable increase of the 3,647 libraries embraced in the Special Report on Public Libraries or the increase of the 76 libraries embraced in the Commissioner's Report for 1876, from the dates thereof to the present time.

EARLY AMERICAN LIBRARIES.

The Special Report on Public Libraries, chapter I, contains historical sketches of most of the important libraries formed in the colonial period. Sketches of a few additional libraries established before the Revolution were given in my last annual report. To these should be added the following brief notices of early subscription or social libraries at Concord, Mass., and Brookfield, Mass.

Concord.—"There is a pretty library belonging to a company, the books of which were raised by subscription."—(A topographical description of the town of Concord, Mass., in 1792. In the Massachusetts Historical Society's Collections, first series, vol. 1.)

Brookfield.—"Several gentlemen of learning, taste, and benevolence among us are endeavoring to promote and encourage improvements, and a social library is beginning to exist in the first precinct."—(A description of the town of Brookfield * * * in addition to the account which is given in the Historical Discourse (A. D. 1775) relative to the Settlement of Brookfield of the Rev. Dr. Fiske. In the Massachusetts Historical Society's Collections, first series, vol. 1.)

TABLE XVII.—SCHOOLS FOR THE DEAF AND DUMB.

American philanthropists and educators may fitly congratulate themselves that our nation was the first to provide deaf-mutes with collegiate or superior instruction.

The National Deaf-Mute College at Washington is doing excellent work in all its departments. It has already furnished well trained deaf-mutes to several of the State institutions in which elementary and secondary instruction is imparted. This coördination in the responsibility of deaf-mute instruction is having a most beneficial effect upon the several institutions engaged in the work.

TABLE XVII.—*Summary of statistics of institutions for the deaf and dumb.*

	Number of institutions.	Instructors.		Number under instruction during the year.			Total number who have received instruction.	Number of graduates who have become teachers.
		Total number.	Number of semi-mutes.	Total.	Male.	Female.		
Alabama	1	6	0	50	30	20	170	......
Arkansas	1	3	0	63	38	25	130	0
California	1	5	0	79	49	30	162	2
Colorado	1	2	0	26	12	14	30	0
Connecticut	2	21	1	291	177	114	2, 178	60
Georgia	1	4	2	85	45	40	277	3
Illinois	2	23	*a*4	459	258	201	1, 260	13
Indiana	1	16	3	363	223	140	1, 158	19
Iowa	1	8	......	156	82	74	436	5
Kansas	1	6	0	115	54	61	178	0
Kentucky	1	5	1	111	55	56	636	11
Louisiana	1	3	0	40	24	16	218	4
Maryland	2	10	2	120	75	45	213	3
Massachusetts	2	15	1	147	75	72	267	1
Michigan	1	*b*13	2	286	153	133	663	......
Minnesota	1	6	4	103	68	35	187	2
Mississippi	1	3	1	50	25	25	*c*85	......
Missouri	1	11	2	230	127	103	598	5
Nebraska	1	4	0	55	30	25	78	0
New York	7	72	7	1, 104	601	503	3, 431	72
North Carolina	1	*b*14	1	113	55	58	....	6
Ohio	2	25	6	533	299	234	1, 680	......
Oregon	1	3	1	28	15	13	43	0
Pennsylvania	2	24	3	471	270	201	1, 864	11
South Carolina	1	3	......	*b*47	....	....	....	......
Tennessee	1	5	0	100	52	48	....	......
Texas	1	4	1	56	37	19	148	1
Virginia	1	*b*8	*b*1	107	68	39	473	6
West Virginia	1	5	1	66	39	27	126	0
Wisconsin	1	10	3	182	113	69	483	......
District of Columbia	1	9	3	107	94	13	350	30
Total	43	346	50	5, 743	3, 243	2, 453	17, 522	254

a Three of these are mutes.
b Including those in the departments for the blind.
c Since reorganization in 1871.

TABLE XVII.—*Summary of statistics of institutions for the deaf and dumb*—Continued.

States.	Libraries.		Property, income, &c.			
	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	State appropriation for the last year.	Income for the year from tuition fees.	Expenditure for the year.
Alabama	500	....	[a]$50,000	[a]$18,000	$0	[a]$13,500
Arkansas	0	....	35,000	[b]4,000	0	10,000
California	....	....	[a]200,000	[a]36,000	900	[c]34,420
Colorado	50	10	15,000	[d]7,000	0	7,000
Connecticut	2,200	100	250,000	....	41,287	54,460
Georgia	800	0	35,000	12,000	0	14,607
Illinois	3,000	500	416,432	[e]99,500	....	89,816
Indiana	3,050	15	650,000	65,884	0	65,884
Iowa	600	100	121,500	[f]48,350	0	[f]55,000
Kansas	150	....	35,000	22,000	0	22,000
Kentucky	600	25	150,000	20,972	....	20,869
Louisiana	300	0	225,000	15,000	0	8,000
Maryland	2,000	....	270,000	38,000	605	37,834
Massachusetts	635	....	135,000	13,125	3,153	25,239
Michigan	[a]1,200	0	[a]400,000	[a]43,500	0	[a]43,260
Minnesota	700	20	110,000	21,800	0	21,000
Mississippi	100	0	40,000	11,000	0	11,000
Missouri	600	0	105,000	40,500	0	32,711
Nebraska	436	126	40,000	12,980	0	9,000
New York	4,107	321	620,615	[g]139,627	[h]127,632	250,267
North Carolina	200	....	[a]100,000	[a]42,500	0	[a]42,500
Ohio	2,500	100	800,000	84,299	0	85,499
Oregon	0	....	0	6,000	0	....
Pennsylvania	5,015	13	500,000	49,817	79,817	94,073
South Carolina	....	....	[a]50,000	[a]6,000	....	....
Tennessee	....	....	125,000	24,000	0	22,297
Texas	300	75	40,000	14,720	0	13,143
Virginia	[a]1,700	26	[a]175,000	[a]40,000	....	[a]36,179
West Virginia	350	0	[a]65,000	[a]28,000	0	25,084
Wisconsin	1,000	....	100,000	31,500	0	31,500
District of Columbia	3,000	150	600,000	[i]117,525	1,911	53,292
Total	35,093	1,581	6,458,547	1,113,599	255,305	1,229,434

[a] Including departments for the blind.

[b] For salaries and contingent expenses; $150 are allowed for each pupil in attendance.

[c] Current expenditure for both departments; excludes expenditure for building.

[d] From State tax.

[e] Includes $20,500 for special purposes.

[f] Includes $20,000 for building.

[g] Also $7,383 from counties.

[h] Partially from other sources.

[i] Congressional appropriation, of which $69,525 were for building.

The deaf-mute instructor is necessarily a "specialist." To bring an unfortunate pupil, hitherto isolated and expressionless, into intelligent communication with the world is the obligation that rests upon him. Naturally, "What language shall be employed?" becomes the question of questions in his work. That accumulation of recorded experiments which furnishes the ordinary teacher a practical test of every theory upon any matter of his profession is of little advantage in deaf-mute instruction, which belongs virtually to the present day. Fortunately, however, the teachers engaged in the work have established the freest interchange of opinion and experience, so that whatever is gained by one becomes immediately available for all; the most important means of this interchange are the "conventions." The prominence given to the discussion of methods in the biennial convention of the Empire State Association of Deaf-Mutes, held at Elmira, N. Y., in September, 1877, and in the Conference of English Instructors, London, July, 1877, must be attributed not merely to the importance of the subject, but, in some degree, to the impulse imparted to language study in general through the labors of specialists, to the increased attention given to vocal culture in ordinary schools, and to the experiments made by Edison and Bell in the hope of devising some apparatus for the assistance of the deaf.

From reports of twenty-six institutions in our own country it appears that the sign language is taught in all, while fifteen employ also articulation teachers; and three, viz, the Institution for the Improved Instruction of Deaf-Mutes, of New York, the Clarke Institution for Deaf-Mutes, at Northampton, Mass., and the Horace Mann School for the Deaf (formerly the Boston Day School for Deaf-Mutes), make articulation a specialty. In short, the schools in our country are not limited to either system, but endeavor to take advantage of both.

The following considerations, taken from an article by Dr. I. L. Peet, in the last annual report of the New York Institution for the Instruction of the Deaf and Dumb, embody the reasons that have led American instructors generally to prefer the manual method for the instruction of deaf-mutes as a class:

1. All the cases of success that have been so marked as to attract public attention, either at home or abroad, in the more recent or more remote periods of the existence of the art, from Bonet to Bell, have been the results of devoted individual attention.
2. The underlying principle controlling all theories, methods, and regulations in organized schools which have grown out of public and private beneficence should be "the greatest good to the greatest number."
3. With the loss of hearing as the receptive faculty comes the loss of speech as the expressive. The congenital deaf-mute naturally thinks in pictures. Pictorial forms, therefore, constitute his method of expression. Then, as alphabetic language becomes the vehicle of his thoughts, he is in possession of that mode which constitutes at present the most important feature in the commerce of ideas.
4. That instruction in articulation has the effect of retarding the acquisition of alphabetic language, and of detracting from the vigor of mind essential thereto, is apparent when we consider (*a*) that the pupil does not, as in either of the other methods of expression, have an appreciative consciousness of the effect he is producing; (*b*) that the methods employed to impart skill in articulation are burdensome to both teacher and pupil; (*c*) that it consumes a great deal of time that can ill be spared from the more important work of becoming familiar with the hidden meaning and idiomatic use of words and phrases; and (*d*) that in the most satisfactory cases it does not facilitate the enjoyment by the deaf-mute of mixed society.

For both the semi-deaf and semi-mutes Dr. Peet, in the article quoted, strongly advocates articulation. The advantages of the articulation system were presented very clearly before the conference in London by Mr. B. S. Ackers, whose exhaustive study of all systems is due to the sad circumstance of the deafness of his own daughter. Through the devoted efforts of Mr. Ackers, a training school for articulation teachers is soon to be opened in England. The school will be under the charge of Mr. A. A. Kinsey, who spent twelve months in Germany studying the methods of the best articulating schools, and subsequently visited the leading institutions of this country and studied Professor Bell's system of "visible speech."

In Spain and Italy remarkable success has attended instruction in articulation, as is set forth in an article by Don Carlos Nebréda y Lopez, director of the National College for the Deaf and Dumb and the Blind at Madrid, which was read before the second convention of articulation teachers, held at Worcester, Mass., in 1874, and in an article by Rev. Giulio Tarra, in the report of the committee for the education of poor deaf-mutes in the province of Milan, Italy, for the year 1874-'75. In this institution only "the pure oral intuitive method" is employed; Rev. Giulio Tarra is the principal.

The question of the relative importance of the sign language, the manual alphabet, and articulation has entered this year largely into all the literature of deaf-mute education. In the January and April numbers of the American Annals appeared the translation of an article by Maxime Du Camp, entitled "The National Institution at Paris," which article was published originally in the Revue des Deux Mondes. The writer raises decided objection to both the manual alphabet and articulation methods. His objections to the latter are ably met in a work entitled "Quelques mots sur la méthode d'articulation," by J. Hugentobler, director of the Institution for Deaf-Mutes at Lyons. The subject is also fully discussed in the report prepared for the Massachusetts exhibit in the Philadelphia Exhibition.

The course of study in the deaf-mute institutions in the various States corresponds to that in the public schools, with the addition of industrial training. The necessity of the latter is too evident to admit of discussion, but a perplexity has arisen therefrom: it frequently happens that, as soon as the poorer parents find their children able to earn even a pittance, they keep them from school to secure their slight assistance. The difficulty is not easily met; on the one hand are the positive needs of the parents, on the other is the permanent injury to the children and to society. It is one of the many conditions bearing upon the question of compulsory education.

The subject of church work among the deaf and dumb was selected for discussion by the managing committee of the Church Congress held at Staffordshire, England, October 6, 1875. Two able papers were read: one by Rev. Samuel Smith, chaplain of the Royal Association in Aid of the Deaf and Dumb, London; the other by Dr. D. Buxton, F. R. S. L. They set forth the history of the efforts since 1822, the increase of public interest, and the gradual systematizing of this branch of christian activity. Recent accounts indicate an advance since 1875.

The report for 1876 of the Church Mission to Deaf-Mutes in our own country shows that in spite of commercial embarrassments the year was a successful one for this enterprise. The Philadelphia mission, under the immediate direction of Rev. H. W. Syle, has proved very efficient. Peculiar interest attaches to this branch of the mission from the fact that Rev. H. W. Syle was ordained a deacon in the Protestant Episcopal Church in Philadelphia, October 8, 1876, which is supposed to be the first instance in the history of the world of the admission to holy orders of a person deprived of hearing and speech. On the 25th of January, 1877, Mr. A. W. Mann was ordained in Grace Church, Cleveland, Ohio. Mr. Mann continues to labor among the deaf-mutes of the West, under the direction of the Church Mission.

The records of the various institutions for deaf-mutes present the fullest data attainable concerning the causes of deafness and of muteness, and are attracting the careful attention of social scientists; thus the work undertaken for a limited class has its reflex influence upon society in general.

TABLE XVIII.—SCHOOLS FOR THE BLIND.

Additional statistics in reference to schools for the blind will be found in Table XVIII of the appendix.

TABLE XVIII.—*Summary of statistics of schools for the blind.*

States.	Number of schools.	Number of instructors and other employés.	Number of blind employés and workmen.	Number of pupils.	Number of pupils admitted since opening.	Libraries.	
						Number of volumes.	Increase in the last school year.
Alabama	1	2	0	12	45	100	0
Arkansas	1	12	5	32	119	675	....
California	1	*a*28	0	29	89	120	23
Georgia	1	6	4	63	173	1,000	....
Illinois	1	32	0	121	567	770	60
Indiana	1	27	3	110	572	1,000	....
Iowa	1	32	8	114	400	900	350
Kansas	1	6	......	42	....	99	20
Kentucky	1	20	6	95	374	1,000	350
Louisiana	1	8	3	30	40	100	9
Maryland	2	23	10	66	*b*29	171	29
Massachusetts	1	46	30	128	933	2,454	152
Michigan	1	63	0	45	....	(*c*)	....
Minnesota	1	3	0	13	38	160	0
Mississippi	1	11	2	26	....	255	45
Missouri	1	7	2	108	....	....	....
Nebraska	1	......	......	....	....	....	....
New York	2	79	39	373	1,662	1,075	25
North Carolina	1	(*c*)	6	95	....	400	400
Ohio	1	55	5	154	952	....	....
Oregon	1	3	0	10	18	100	0
Pennsylvania	1	38	26	177	959	900	100
South Carolina	1	*a*5	1	*a*47	....	(*c*)	(*c*)
Tennessee	1	10	5	62	187	1,006	....
Texas	1	8	......	64	....	....	....
Virginia	1	7	2	42	229	1,600	....
West Virginia	1	*a*14	2	29	45	100	0
Wisconsin	1	21	3	92	270	1,240	40
Total	30	566	162	2,179	7,701	15,225	1,603

a For both departments.

b Only one institution reported this item.

c Reported with deaf and dumb department. (See Table XVII and summary.)

TABLE XVIII.—*Summary of statistics of schools for the blind*—Continued.

States.	Property, income, &c.				
	Value of grounds, buildings, and apparatus.	Amount of State or municipal appropriation for the last year.	Receipts from other States and individuals for the last year.	Total receipts for the last year.	Total expenditure for the last year.
Alabama	(*a*)	(*a*)	$0	*b*$18, 000	(*a*)
Arkansas	$30, 000	$9, 500	0	11, 490	$10, 845
California	(*a*)	(*a*)	31, 000	*c*157, 000	(*a*)
Georgia	75, 000	13, 500	292	13, 792	13, 600
Illinois	140, 000	30, 117	1, 280	31, 397	27, 001
Indiana	500, 000	31, 542	0	34, 062	32, 208
Iowa	300, 000	11, 997	480	58, 828	58, 013
Kansas	40, 000	10, 130	0	10, 130	10, 130
Kentucky	100, 000	20, 235	....	34, 140	22, 125
Louisiana	*d*800	6, 000	0	5, 400	4, 800
Maryland	195, 000	11, 925	4, 970	26, 011	25, 872
Massachusetts	299, 410	30, 000	17, 944	70, 473	58, 163
Michigan	(*a*)	(*a*)	....	*b*43, 500	(*a*)
Minnesota	30, 000	....	....	4, 500	4, 500
Mississippi	15, 000	10, 000	0	10, 000	9, 500
Missouri	100, 000	21, 000	0	....	....
Nebraska	....	....	....	....	....
New York	699, 702	90, 321	14, 577	244, 901	247, 000
North Carolina	(*a*)	(*a*)	*b*240	*b*42, 740	(*a*)
Ohio	500, 000	*e*70, 000	....	70, 000	50, 824
Oregon	*d*1, 000	4, 000	0	4, 000	4, 300
Pennsylvania	190, 000	39, 000	7, 288	71, 648	74, 912
South Carolina	(*a*)	(*a*)	....	....	....
Tennessee	90, 000	17, 000	0	17, 000	22, 000
Texas	....	17, 180	0	17, 180	16, 922
Virginia	(*a*)	(*a*)	....	....	(*a*)
West Virginia	(*a*)	(*a*)	12, 401	40, 401	37, 400
Wisconsin	185, 000	*f*19, 500	....	....	17, 301
Total	3, 490, 912	462, 947	90, 472	1, 036, 593	747, 416

a Reported with deaf and dumb department. (See Table XVII and summary.)
b For both departments.
c Includes $90,000 for buildings.
d Value of the apparatus only, and does not include that of grounds or buildings.
e Includes amount appropriated for new buildings.
f $2,500 were for special purposes.

It cannot be doubted that the work of the educator is too much removed from public notice, isolated from popular sympathy as if still doomed to the traditional obscurity of the cloister. If this is true of education in general, how much more so of the efforts made to train the unfortunate classes. We raise imposing structures and multiply ingenious apparatus for the deaf and blind, but the laborious process which gives them purpose we neglect.

> We slight the precious kernel of the stone,
> And toil to polish its rough coat alone.

Public men may do much to discourage such indifference and, by the example of their personal attention, draw to the work the public interest for which it languishes.

The immediate advantage of such direct notice on the part of representative men is forcibly suggested by the visit of the President of the United States and party to the Kentucky Institution for the Blind at Louisville. Everything had been done to give full expression to the spirit of the occasion. It was not simply that the school was in holiday attire and that voices and instruments made joyous melody, but the importance of the visit naturally prompted a retrospect of the cause represented — an exercise always inspiriting, and doubly so when the work reviewed is noble in its purpose but necessarily drudging in its methods.

In his address of welcome, President Bell called attention to the following interesting particulars of the history of instruction for the blind: One hundred years have not elapsed since Valentin Haüy opened the first school for the blind in Paris. His discovery that the tactile sense in the fingers could be converted into an excellent substitute for eyes and his later discovery of how to make embossed letters, lie at the foundation of all useful means for instructing the blind. Institutions for the blind made slow progress in Europe, but they have multiplied rapidly in the United States, numbering at present twenty-nine, of which six are under the superintendence of blind men. Mr. Bell also briefly outlined the work of the American Printing House for the Blind, the only chartered institution for printing for the blind in the world. It is much the largest in its productions and much the most varied in the character of its works, being the only printing establishment of its kind in the world that runs its press by steam. The press was invented for this company, and has no equal; the devices for work are unique. When the enterprise began, the price of stereotyping was $5 a page; now, through the inventions of the superintendent, Mr. Huntoon, the work is done at a cost of ten cents a page. The stereotype plate may be made from a paper page or may consist of a brass plate, which costs but a small sum and requires little room for storage.

In response the President expressed his hearty appreciation of the general work and of the prosperity of this individual institution, and was turning to introduce a gentleman of the Cabinet when Professor Huntoon led forth a little blind boy, scarcely more than an infant in years, who presented a bouquet to Mrs. Hayes. The incident gave touching emphasis to the meaning of the assembly. The members of the Cabinet present, Secretaries McCrary, Key, and Evarts, expressed in turn their pleasure on the occasion. Mr. Evarts said: "Almost all that the world see with their eyes, in order that they may comprehend with their minds, you succeed in comprehending with your mind through the arts and skill, the patience and love, of your more fortunate fellow-citizens; there is some reason why the reflections, the sentiments, the opinions, and declarations of the blind may give some instruction to those whose eyes are often misled in the glare of the sunshine and open day."

TABLE XIX.—GIFTS AND BEQUESTS TO EDUCATION.

The following summaries show for what objects, to what kinds of institutions, and in what States the large sum of three millions of dollars was given or bequeathed for educational purposes in 1877.

The amount is nearly one million seven hundred thousand dollars less than that for 1876. Here the influences of the business depression and probably of the recent exciting political contest over the Presidency are shown.

Of the total amount, nearly one million three hundred thousand dollars were given to universities and colleges, and about six hundred and fifty thousand dollars to scientific and professional schools. Of this latter amount, schools of law received only $10,000, and medical schools only $22,000.

TABLE XIX.—*Statistical summary of benefactions for* 1877, *by States.*

States and Territories.	Total.	Universities and colleges.	Schools of science.	Schools of theology.	School of law.	Schools of medicine.	Institutions for the superior instruction of women.
Alabama	$10, 600						
Arkansas							
California	53, 639	$2, 139		$10, 000			
Colorado	3, 000	2, 000					
Connecticut	105, 078	27, 301			$10, 000	$5, 000	
Delaware	6, 100						$5, 000
Florida	300						
Georgia	39, 290	20, 000	$5, 200				
Illinois	140, 925	53, 091	724	20, 300			
Indiana	109, 200	4, 200	105, 000				
Iowa	75, 965	45, 291		3, 250			
Kansas	8, 400	8, 400					
Kentucky	53, 400	11, 450		24, 750			7, 700
Louisiana	60, 240	60, 000					
Maine	72, 800	1, 500		6, 300			50, 000
Maryland							
Massachusetts	321, 847	233, 839	6, 000	600			17, 000
Michigan	18, 036	17, 264				127	
Minnesota	40, 193	2, 140		19, 053			
Mississippi	2, 373			1, 500			
Missouri	183, 003	117, 440	41, 000			2, 000	20, 000
Nebraska	5, 550	5, 550					
Nevada							
New Hampshire	46, 850	15, 000					11, 000
New Jersey	404, 119		2, 900	257, 519			
New York	393, 787	182, 307		30, 892	150	8, 697	4, 936
North Carolina	3, 620						
Ohio	192, 402	137, 619		2, 400		6, 400	35, 640
Oregon	11, 750	1, 000					
Pennsylvania	196, 866	144, 100	1, 500	39, 039			
Rhode Island	117, 750						
South Carolina	43, 728	15, 000					
Tennessee	18, 531	7, 360		376			
Texas	27, 060	25, 000					2, 000
Vermont	22, 776						10, 600
Virginia	169, 081	130, 000	38, 881		200		
West Virginia							
Wisconsin	25, 839	5, 000					100
District of Columbia	150					150	
Utah	31, 008						
Washington							
Total	3, 015, 256	1, 273, 991	201, 205	415, 979	10, 350	22, 374	163, 976

TABLE XIX.—*Statistical summary of benefactions, by States*—Continued.

States and Territories.	Preparatory schools.	Institutions for secondary instruction.	Libraries.	Institutions for the deaf and dumb.
Alabama	....	$10,600	....	....
Arkansas	....	....	....	....
California	....	9,500	....	$32,000
Colorado	....	1,000	....	....
Connecticut	$50,000	6,000	....	6,777
Delaware	....	1,100	....	....
Florida	....	300	....	....
Georgia	....	14,090	....	....
Illinois	....	300	$66,510	....
Indiana	....	....	....	....
Iowa	....	26,927	497	....
Kansas	....	....	....	....
Kentucky	....	9,500	....	....
Louisiana	....	240	....	....
Maine	15,000	....	....	....
Maryland	....	....	....	....
Massachusetts	1,078	46,411	16,919	....
Michigan	....	500	145	....
Minnesota	....	19,000	....	....
Mississippi	....	873	....	....
Missouri	....	2,563	....	....
Nebraska	....	....	....	....
Nevada	....	....	....	....
New Hampshire	15,050	5,800	....	....
New Jersey	55,000	35,700	53,000	....
New York	1,000	122,495	30,320	12,990
North Carolina	....	620	....	3,000
Ohio	935	9,408	....	....
Oregon	....	10,750	....	....
Pennsylvania	....	8,950	3,277	....
Rhode Island	23,000	2,000	92,750	....
South Carolina	4,000	24,728	....	....
Tennessee	....	10,795	....	....
Texas	....	60	....	....
Vermont	55	6,600	5,521	....
Virginia	....	....	....	....
West Virginia	....	....	....	....
Wisconsin	6,000	14,739	....	....
District of Columbia	....	....	....	....
Utah	....	31,008	....	....
Washington	....	....	....	....
Total	171,118	432,557	268,939	54,767

TABLE XIX.—*Statistical summary of benefactions to institutions of various kinds for* 1877—Continued.

Institutions.	Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	Aid for indigent students.	Libraries and museums.
Universities and colleges	$1, 273, 991	$664, 700	$226, 241	$202, 800	$30, 900	$63, 100	$86, 250
Schools of science	201, 205	176, 365	10, 468	....	13, 648	....	724
Schools of theology	415, 979	246, 222	110, 943	20, 592	29, 295	7, 727	1, 200
School of law	10, 350	200	....	....	150	....	10, 000
Schools of medicine	22, 374	20, 247	2, 127	....	....	....	....
Institutions for the superior instruction of women.	163, 976	130, 200	28, 212	....	1, 200	....	4, 364
Preparatory schools	171, 118	113, 358	55, 935	....	1, 055	....	770
Institutions for secondary instruction.	432, 557	301, 488	116, 758	....	2, 880	10, 636	795
Libraries	268, 939	....	5, 510	....	....	....	263, 429
Institutions for the deaf and dumb.	54, 767	51, 767	....	....	....	....	3, 000
Total	3, 015, 256	1, 704, 547	556, 194	223, 392	79, 128	81, 463	370, 532

TABLE XX.—EDUCATIONAL PUBLICATIONS.

The following is a summary of the selected list of books published during the year 1877 which forms Table XX of the appendix to this report. To many persons this book list, appearing year by year, has proved of great value as a guide to reading and private study. It will also be found a useful purchasing list for the numerous small libraries which are springing up so abundantly since the publication of the Special Report on Public Libraries by this Office in 1876.

TABLE XX.—*Summary of the number of educational publications.*

Number of firms in—	
California	2
Connecticut	2
Illinois	5
Kentucky	1
Maryland	1
Massachusetts	18
Michigan	2
Missouri	2
New Hampshire	2
New York	46
Ohio	6
Pennsylvania	13
Tennessee	1
Virginia	3
Wisconsin	1
District of Columbia	1
Total	106

Number of books on—	
Archæology, fine arts, and music	25
Bibliography and literature	50
Dictionaries and encyclopædias	9
Education	42
General science	38
Geography	6
History	39
Language	44
Law	15
Mathematics	34
Mechanics and physics	20
Medicine and surgery	30
Natural history	22
Philosophy and logic	13
Political and social science	12
Theology and religion	32
Total	431

TABLE XXI.—SCHOOLS FOR THE FEEBLE-MINDED.

Eleven schools for feeble-minded children report 355 instructors and 1,781 pupils, an average of five to the teacher.

This fact alone is significant of the peculiarly difficult nature of the work. Nothing but unfailing interest and unflagging industry can accomplish much.

TABLE XXI.—*Summary of statistics of schools for feeble-minded youth.*

	Name.	Number of instructors and other employés.	Number of inmates.			Number dismissed improved since opening.	Income.	Expenditure.
			Male.	Female.	Total.			
1	Connecticut School for Imbeciles	12	48	36	84	......	$14, 975	$14, 975
2	Illinois Asylum for Feeble-minded Children	50	103	79	182	204	58, 000	58, 000
3	Iowa Asylum for Feeble-minded Children	16	62	38	100	2	15, 000	18, 000
4	Kentucky Institution for Educating Feeble-minded Children.	22	67	60	127	......	26, 000	26, 000
5	Private Institution for the Education of Feeble-minded Youth (Barre, Mass.).	......	57	19	76	128	....	36, 485
6	Massachusetts School for Idiotic and Feeble-minded Youth.	21	53	35	88	......	25, 000	25, 000
7	Hillside School for Backward and Feeble Children (Fayville, Mass.).	9	8	1	9	10	....	....
8	Idiot Asylum, Randall's Island, N. Y	4	88	61	149	53	....	....
9	New York Asylum for Idiots	56	148	119	267	......	46, 810	47, 967
10	Ohio State Asylum for Idiots	104	271	180	451	201	79, 178	77, 589
11	Pennsylvania Training School for Feeble-minded Children.	61	147	101	248	458	57, 535	52, 725
	Total	355	1, 052	729	1, 781	1, 056	322, 498	356, 741

TABLE XXII.—SUMMARY OF PATENTS FOR IMPROVEMENTS IN SCHOOL FURNITURE.

The following summary shows the patents granted by the Government for inventions of school furniture and appliances during the year:

TABLE XXII.—*Summary of patents for improvements in school furniture.*

From Connecticut	3	From New York	18
Georgia	1	Ohio	4
Illinois	3	Pennsylvania	3
Indiana	2	Tennessee	1
Iowa	1	Virginia	1
Kentucky	1	Wisconsin	4
Maine	1	District of Columbia	1
Massachusetts	5	Foreign	3
Michigan	1		
Missouri	1	Total	58
New Jersey	4		

TABLE XXII.—*Summary of patents for improvements in school furniture*—Continued.

Improvements in—	
Adding machine	1
Adding pencil	1
Apparatus for teaching arithmetic	1
Apparatus for teaching spelling	1
Attachment to parallel rulers	1
Blackboard	1
Blackboard eraser	1
Blackboard rubber	1
Book-cover protector	1
Blotter and ruler combined	1
Chart for object teaching	1
Combination writing instrument	1
Combined blotter and paper clip	1
Combined blotting pad and ruler	1
Combined eraser and pencil	1
Combined erasive tip and pencil-point protector.	1
Combined pencil holder and sharpener.	1
Combined pencil sharpener and point-protector.	1
Combined slate and book carrier	1
Combined slate and scholar's companion.	1
Copybook	1
Copying book	1
Device for teaching musical transposition.	1
Device for teaching penmanship	1
Draughtsman's instrument	1
Drawing slate	1
Educational appliance	1
Educational globe	1
Educational toy	1
Folding seat for school desks	1
Fountain pen	1
Fountain pen holder	1
Galvanic battery	1
Geographical clock	1
Gymnastic apparatus	1
Orthographic and numerical frame	1
Paint pencil or crayon	1
Paper folder and cutter	1
Parallel ruler	1
Pencil sharpener	1
Pen-holding pencil-point protector	1
Scholar's companion	1
School chart	1
School desk	1
School desk and settee	1
School desk seat	1
School furniture	1
School slate	1
Slate	1
Slate cleaner	1
Slate frame	1
Slate-frame attachment	1
Slatepencil sharpener	1
Student's chair	1
Ventilation and disinfection of buildings.	1
Ventilator for building	1
Writing desk	1
Writing ink	1
Total	58

EDUCATION IN FOREIGN COUNTRIES.

The documents and publications relating to education in foreign countries form a separate part of the library of the Office under the charge of the translator. The papers and periodicals received from other countries may be tabulated as follows:

	Dailies.	Weeklies.	Monthlies.
	Pages.	*Pages.*	*Pages.*
English	8	136	400
French	4	76	360
German	8	108	376
Dutch	....	16	....
Italian	....	....	28
Total	20	336	1,164

This gives, on the average of 26 working days to a month, about 116 pages a day which the translator must carefully examine, making necessary notes and abstracts; and, if the English matter be deducted, a daily average of 72 pages of matter in other languages.

This statement, however, includes neither reports nor documents coming into the Office; what these add to the translator's work may be illustrated by a single example: during the month of October the Office received fifteen reports and treatises on education, filling 2,360 pages. These were written in German, Spanish, Italian, English, Dutch, and Latin, and embodied discussions and historical statements of great importance.

I here present a synopsis of educational facts drawn from the various periodicals, reports, and documents which have been received from foreign countries.

I.—EUROPE.

AUSTRIA-HUNGARY.—*a.* AUSTRIA, constitutional monarchy: Area, 115,905 square miles; population, 21,565,435. Capital, Vienna; population, 1,020,770. Minister of public instruction, C. von Stremayr.

Austria had, in 1875, 15,166 elementary schools, 235 of which were higher elementary schools; the lower elementary schools were attended by 2,065,100 pupils and the higher by 69,583. Only 66 per cent. of the school population receive instruction. The number of school rooms in Austria is 25,872, or less than two for each school-house.

Industrial schools.—Austria began the organization of industrial instruction at a later day than Germany, but she has developed it rapidly and with extraordinary success. While ranking among the first nations in Europe for the encouragement given to polytechnic education, Austria had no industrial school for the people. Establishments in the country were greatly in want of foremen. This stirred up public opinion to such a degree that the government had to establish a system of institutions for imparting instruction in trades and business to a large number of workmen and their children. The Realschulen were at first reorganized in such a way as to lead from polytechnic training to the higher special industries. Then, below the Realschulen designed for the middle class, schools were established more popular in character and more specially industrial, adapted to prepare foremen for different important branches of industry. Some of these are review schools (Fortbildungsschulen), and merely review the ordinary branches of school instruction with a view to their practical application, or impart this knowledge in connection with a more special course of preparation for apprenticeship; others devote themselves exclusively to preparation for apprenticeship, and still others assume as a preliminary an apprenticeship to some trade or branch of business.

Austria possesses three higher schools for weaving at Vienna, Reichenberg, and Brünn; 23 lower schools for weaving, 2 schools for lace making, a school and workshop for the whole group of mechanical industries at Klagenfurt, a school for building at Vienna, a special school for watchmaking at Vienna, and 15 schools for giving instruction in the arts of working in wood, marble, and ivory, 6 for instruction in making toys, 4 for instruction in making baskets and mats, and 7 for instruction in making arms and other articles of metal. Several of these institutions have been acknowledged a public benefit by the rural population of the empire. The schools for teaching woodcarving, for instance, have created a new kind of business in the mountainous districts of Bohemia, Austrian Silesia, and Moravia, where great quantities of cheap toys for children are manufactured. Even among the schools that give instruction in woodwork only, each is required by the government to specialize sufficiently to accommodate itself to the particular needs and resources of the region in which it is situated. In the Tyrol, the school of sculpture at Imst is specially designed to develop artistic cabinet work and ornamental furniture; at Innsbrück, the industrial school applies itself to figures; that at Mondsee, to groups of animals; that at St. Ulrich, to the sculpture of religious statues, and that at Wallern, to the commoner kinds of furniture and to cases for clocks.

b. HUNGARY, constitutional monarchy: Area, 118,172 square miles; population, in 1876, 15,509,455. Capital, Buda-Pesth; population, 270,476. Minister of public instruction, A. von Trefort.

Hungary had, in 1875, 11,743 communes, with 13,455,030 inhabitants and 15,387 schools; 13,831 of these schools were supported by religious communities and 1,556 by the state.

The school population was 2,149,597, of which number 1,452,090 attended the elementary schools, 11,837 the advanced elementary schools, 22,057 the private schools, and 18,047 the Gymnasien and Realschulen. The school attendance has considerably increased since 1869. In that year only 47 per cent. of all the children of school age were at school, while in 1875 we find over 70 per cent. in attendance. The total number of teachers was 19,610, and their average salary 319 florins.

Of the 58 teachers' seminaries, 48 are for males and 10 for females. The total number of students in 1875 was 2,651, viz, 1,905 males and 746 females.

There are now 200 Kindergärten in Hungary and 5 seminaries for the training of Kindergarten teachers.

The 146 Gymnasien have 1,768 professors and 27,144 students. There are, besides, 35 Realschulen, with 431 professors and 8,086 students.

BELGIUM, constitutional monarchy: Area, 11,373 square miles; population, 5,336,636. Capital, Brussels; population, 384,848. Minister of the interior, C. Delcour; chief of the educational section, Léon Lebon.

The Annuaire Statistique de la Belgique for 1877 gives the following account of the present condition of education in the Kingdom of Belgium:

Primary education.—The number of primary schools was 5,520, or 1.23 for every 1,000 inhabitants, in 1851; and 5,856, or 1.08 for every 1,000 inhabitants, in 1875. The number of pupils was 487,148, or 10.8 per cent. of the inhabitants in 1851; and 669,192, or 12.4 per cent., in 1875.

The number of écoles gardiennes or salles d'asile (Kindergärten) increased from 406 in 1851 to 929 in 1875, and the number of pupils from 24,102 in 1851 to 97,382, or 404 per cent., in 1875.

The number of schools for adults was 990 in 1851 and 2,615 in 1875. These schools were attended by 158,060 pupils in 1851, and by 204,673 in 1875.

The total expenditure for primary schools was 2,651,639 francs in 1843 and 24,806,428 francs in 1875. Of the latter amount, 10,606,317 francs were paid by the government, 2,697,234 francs by the provinces, 8,871,536 francs by the communes, and the remainder was derived from school fees and from charitable contributions.

Of the 45,309 conscripts examined in 1876, 8,246 could neither read nor write, 2,015 could read only, 19,288 could read and write, 15,222 had received a higher education than those just mentioned, and 538 were not reported upon. From the foregoing it appears that 76.17 per cent. could read and write and that 4.45 could read only.

Secondary schools (écoles moyennes).—The number of these schools was 198 in December, 1875, viz: 10 royal athenæums, 50 middle class schools supported by the state, 31 communal schools aided by the state, 3 exclusively communal schools, 84 schools under the direction of the clergy, and 20 private schools. The number of pupils in all these establishments was 17,881 in 1876, against 11,922 in 1860. The government contributed 1,443,447 francs to secondary schools in 1876.

Superior education.—Belgium has four universities, viz, two state universities and two free universities. The former are situated at Ghent and Liége, and the latter at Brussels and Louvain. The following table shows the number of students in each faculty of the universities at different periods:

Faculty of—	State universities.				Free universities.			
	Ghent.		Liége.		Brussels.		Louvain.	
	1839–'40.	1876–'77.	1839–'40.	1876–'77.	1839–'40.	1876–'77.	1839–'40.	1876–'77.
Philosophy and literature.	33	37	38	95	43	59	195	106
Sciences	74	54	45	174	37	117	89	193
Law	51	96	64	198	148	197	100	323
Medicine	67	82	81	163	51	242	62	296
Theology	....	....	....	....	....	....	44	134
Total	225	269	228	630	279	615	490	1,052

The expenditures of the two state universities amounted to 1,026,240 francs in 1876.

Schools of fine arts.—Belgium has an Academy of Fine Arts at Antwerp, with 1,661 pupils; 78 academies and schools of design in various localities, with 10.106 pupils; 2 large conservatories of music at Brussels and Liége, with 916 and 618 students; and 86 smaller conservatories and schools of music, with 7,905 pupils.

Military schools.—The military schools for training officers of the army and the regimental schools for the further instruction of common soldiers were attended by 6,345 pupils in 1875. There are, besides, courses for illiterate soldiers, which were attended by 7,914 individuals in 1875–'76. The school for the children of soldiers, at Alost, had in December, 1875, 275 pupils.

Schools of agriculture, horticulture, and veterinary surgery.—These schools, which are state institutions, had, in 1876–'77, 215 pupils, viz: The school of veterinary surgery at Brussels 96, the agricultural institute at Gembloux 61, the practical school of horticulture at Vilvorde 23, and the horticultural school at Ghent 35. These four institutions in 1875 issued 208 diplomas of capacity.

DENMARK, constitutional monarchy: Area, 14,553 square miles; population, 1,903,000. Capital, Copenhagen; population, 250,000.

Primary schools.—The number of primary country schools is 2,781; the number of male teachers, 2,929; the number of female teachers, 59; the number of children of school age, 200,761; the number of children attending public schools, 194,198; and the number of children attending private schools, 13,994; making the total number of children under instruction 208,192. The number of primary schools in cities is 113, with 422 male and 54 female teachers, and 23,353 pupils; 6,161 pupils attend the Realschulen.

Teachers' seminaries.—Denmark has 5 teachers' seminaries, with 233 students.

Secondary schools.—The total number of secondary schools is 26, 15 of which are Gymnasien. The number of teachers is 314.

Superior education.—The University of Copenhagen has 60 professors and 1,250 students, 20 of whom are females. The university library contains 275,000 volumes.

Special education.—Denmark has for special education a royal veterinary and agricultural school, with 16 professors and about 200 students; a polytechnic school, with 13 professors and 150 students; 2 academies of fine arts, 1 technical school, 8 navigation schools, a military academy, and the usual institutions for the unfortunate.

FINLAND, a dependency of Russia: Area, 144,222 square miles; population, 1,857,035. Capital, Helsingfors; population, 34,579.

Reorganization of the schools.—An imperial decree of April 28, 1876, ordered the suppression of the Gymnasien, and their gradual combination with the recently established higher elementary schools, which received afterward the name of elementary institutes (alkeisopistot). In 1875 these institutes had 236 teachers and 2,420 pupils. There were besides several female schools, with 732 pupils.

FRANCE, republic: Area, 201,900 square miles; population, 36,102,921. Capital, Paris; population, 1,988,806; minister of public instruction, M. Bardoux.

Education at Paris.—The city of Paris has spent, since 1875, 25,000,000 francs for the improvement of the primary schools. There are now 140 schools for boys, 142 schools for girls, and 113 infant schools, with a total number of 117,946 pupils. Of these institutions, 141 are under the control of religious persons and 254 under lay teachers.

Teachers' examinations.—During the year 1876, 2,559 male candidates presented themselves for examination, of whom 1,758 failed to pass. The female candidates were more successful: of 4,548, more than one-half, 2,487, received diplomas.

New university.—The Association Protestante of Paris has resolved to establish an independent university (université libre) similar to those at Brussels and Madrid.

Women at the university.—The dean of the faculty of medicine at the University of Paris states, in answer to an inquiry from the dean of an English medical school, that, since 1865, 32 women have entered the school. Of this number 9 have obtained diplomas and 23 are still at their studies. The nationality of the students was: English, 6; Russian, 12; and French, 5. The dean says that the conduct of these ladies has been blameless and their devotion to their studies remarkable.

New school law.—The following is an abstract of the project of a school law, prepared by the ministry of public instruction and laid before the assembly by M. Bardoux, minister of public instruction and fine arts:

ARTICLE I. Every commune has the right to establish absolute gratuity in her public schools.

ART. II. Communes which do not wish the assistance of the state for the establishment of free schools have to defray expenses for this purpose from their own resources.

ART. III. State subsidies are granted to communes in case the school tax does not suffice to cover the expenses for public instruction. The minimum of taxation shall be 4 centimes in the franc [of the taxes raised]; the maximum, 10 centimes.

ART. IV. As soon as absolute gratuity is established in a commune it must be applied to all her public schools without distinction. Under extraordinary circumstances the local authorities may, with the permission of the minister of public instruction, make a temporary exception to this rule.

ART. V. The mode of taxation for school purposes in communes which desire state subsidies under the present law shall be regulated by a special decree of the ministers in council.

ART. VI. The provisions of all former laws, as far as they are contrary to the present law, are hereby repealed.

School of art and manufacture at Paris.—This school is intended to qualify young men for special professions and trades, and to impart aptness, general intelligence, and a taste for seeking knowledge. The course of instruction is limited to three years, during which period it is obligatory. It includes lectures, daily examinations, drawing and graphic exercises, chemical manipulations, working in stone and wood, physics and mechanics, and the construction of buildings and other works. The students are, in addition, expected to visit the workshops and manufactories. They board and lodge at respectable private houses in the immediate vicinity of the school. Every year there are general examinations in each branch of science and art. The students of the third year are allowed to compete for diplomas, a programme of examination being made out for each specialty. The number of students annually entering the school is from 175 to 200.

Agricultural education.—France has, for agricultural education, a farm school in each department, a higher agricultural (central) school, and a national agronomic institute, a sort of normal school of agriculture. The farm schools are intended to furnish a good example of tillage to the farmers of the district and to form agriculturists capable of working intelligently as farmers or overseers. The schools are open to pupils of at least sixteen years of age who have received a good primary education. The officers or teachers selected and paid by the government are a director, a head workman, a nursery gardener, a veterinary surgeon, and several special assistants, such as shepherds, silk growers, &c. The special course extends through three years. The director works the farm school at his own risk, and must so conduct it as not only to give a good example of tillage but as profitable a return of crops as other farms. The farm schools were attended in 1876 by about 1,000 students.

GERMANY, constitutional empire: Area, 212,091 square miles; population, 42,727,360. Capital, Berlin; population, 966,858.

The different States which comprise the German empire contain 60,000 popular schools (Volksschulen) with 6,000,000 pupils, 330 Gymnasien, 14 Progymnasien, 484 Realschulen, and a large number of private and special schools. The empire itself exercises no control over education, the administration of which is left to the several States.

For superior education Germany has 21 universities. The following table gives in alphabetical order a list of these universities and the number of professors and students in 1877:

List of German universities in 1877.

Universities.	Number of professors.	Number of students.
Berlin	236	4, 311
Bonn	119	986
Breslau	105	1, 255
Erlangen	59	431
Freiburg	55	359
Giessen	58	347
Göttingen	122	934
Greifswald	62	510
Halle	104	857
Heidelberg	110	834
Jena	75	586
Kiel	64	245
Königsberg	83	630
Leipzig	158	2, 938
Marburg	70	403
Munich	122	1, 312
Münster	29	325
Rostock	39	152
Strassburg	92	658
Tübingen	89	1, 103
Würzburg	71	1, 106
Total	1, 922	20, 282

Pedagogy in German universities.—The following list shows the number of lectures a week on pedagogy in the various German universities: Berlin, 6; Bonn, 4; Breslau, 3; Erlangen, 4; Freiburg, 3; Giessen, 3; Göttingen, 6; Greifswald, 4; Halle, 5; Heidelberg, 3; Jena, 13; Kiel, 3; Leipzig, 8; Münster, 4; Tübingen, 5; Würzburg, 4.

Technical and industrial schools in Germany.—In Saxony, contrary to a practice almost universal elsewhere in Germany, instruction for trades and for business is made to follow immediately that of the daily primary school. To this circumstance is due the establishment of the schools of building at Leipzig, Dresden, and other places, of the group of special schools at Chemnitz intended to give preparation for mechanical, manufacturing, and chemical industries, industrial art, &c., and, in addition, of a great number of lower schools for weaving, lace making, needle work, and wood carving.

In North Germany the model of the industrial establishments of all grades is that of Hamburg. The general school and the special school for building, open in the evening and on Sunday for apprentices and workmen and every day to pupils who have the time at their disposal, imparts remarkable instruction in all respects. The industrial school for girls, which was founded in 1867, is managed in the same spirit, and with a success equally marked.

Of all countries in Germany, Würtemberg was the first to give large development to popular industrial instruction. The great special school for building at Stuttgart numbers 700 students, of whom it demands for admission only a thorough primary instruction or the qualification of apprentices or workmen in this branch of industry. The state aids the school by a yearly appropriation of $16,000. The course requires from two to five years. Würtemberg has also several good schools for weaving, of which three received awards for excellent methods at the Vienna Exposition. In all, there are fifty industrial schools in Würtemberg. The Grand Duchy of Baden has also had very good industrial schools in operation for many years, and these have exercised a marked influence on the industries of the country.

Although introducing this kind of practical instruction at a later date than some of the neighboring countries, Bavaria already possesses from a hundred to a hundred and fifty industrial schools, some of them elementary, just beyond primary schools; others somewhat higher, eight of them serving as model schools for eight districts; and still another devoted to special industries, as building, the construction of machines, drawing and sculpture applied to the making of furniture and objects of art of all kinds.

The single polytechnic association of the district of Würzburg has established within a few years 111 industrial schools or courses, of which 16 are for apprentices and workmen. These different establishments employ 315 teachers, and teach German, French, writing, book-keeping, arithmetic and the metric system with special reference to application to commercial affairs, geometry, design, modelling, outlines of natural history, hygiene, political economy, &c.

a. BADEN, grand duchy: Area, 5,851 square miles; population, 1,507,179. Capital, Carlsruhe; population, 42,895. Director of the superior council of education, Dr. G. Nokk.

By the law of September 18, 1876, Baden has introduced the so called mixed school system. Children of all denominations now attend the same school and no sectarian schools are tolerated in the grand duchy. The same law of 1876 makes gymnastic exercises compulsory in all the popular schools; the communes are required to furnish a hall and the necessary gymnastic apparatus.

b. BAVARIA, constitutional monarchy: Area, 29,293 square miles; population, 5,022,390. Capital, Munich; population, 198,829. Minister of public instruction, Dr. von Lutz.

Bavaria has 7,016 primary schools, with 10,599 teachers and 841,304 pupils; 1,671 industrial schools for girls, with 1,837 teachers and 71,635 pupils; 11 teachers' seminaries, with 786 students; and 35 preparatory normal schools, with 1,276 students. For secondary education there are 75 Latin schools, with 748 teachers and 6,738 pupils; 28 Gymnasien, with 438 teachers and 2,640 students; and 6 Realgymnasien, with 66 teachers and 362 students. The 36 technological schools number 426 professors and 3,745 students, and the 260 professional evening schools have 827 professors and 14,501 students. There are besides 2 schools of art, with 40 professors and 475 students; a central school of forestry, with 6 professors and 135 students; 947 special agricultural schools, with 18,260 pupils; and 78 charitable institutions, with 3,000 inmates. The society for the assistance of teachers' orphans in Bavaria had in 1876 a capital of $50,000; the annual expenses amount to about $8,000.

c. PRUSSIA, constitutional monarchy: Area, 137,066 square miles; population, 25,742,404. Capital, Berlin; population, 966,858. Minister of public instruction, Dr. Falk.

New school law.—The ministry of public instruction has had various projects for a new school law under consideration for some time, but no definite action has as yet been taken. The financial question seems to offer considerable difficulties. Statesmen are discussing the question whether the state, the province, the district, or the commune should bear the expenses of public education. The ministry favors a division of the expense between the province and the commune, the former to pay the teachers' salaries and pensions and the latter the cost of buildings and grounds.

Statistics.—The condition of education continues excellent. There are at present in the kingdom 34,988 primary schools, with 57,228 classes, 57,936 teachers, and 4,007,776 pupils; 176 teachers' seminaries and other normal courses, with 7,453 pupils; 37 schools for deaf-mutes, with 179 classes, 235 teachers, and 2,351 pupils; 13 schools for the blind, with 31 classes, 88 teachers, and 560 pupils; 215 higher female schools, with 1,355 classes, 2,206 teachers, and 43,247 pupils; 90 higher burgher schools, with 802 teachers and 15,971 pupils; 17 Realschulen of the second order, with 312 teachers and

6,886 students; 79 Realschulen of the first order, with 1,399 teachers and 31,249 students; 33 Progymnasien, with 265 teachers and 3,900 students; 228 Gymnasien, with 3,744 teachers and 74,606 students; 81 agricultural and horticultural schools, with 382 teachers and 2,042 students; 6 schools of forestry, with 27 teachers and 237 students; 35 schools of mining, with 79 teachers and 989 students; 45 technical and industrial schools, with 520 teachers and 8,958 students; 9 schools of building, with 143 teachers and 3,184 students; 12 schools of commerce, with 90 teachers and 1,649 students; 31 navigation schools, with 1,007 students; and several military and naval schools. At the examination for the army in 1876, 2,749 recruits out of 77,194 were without a sufficient primary training.

Supervision.—During the last three years the clerical school inspectors have nearly all been replaced by lay inspectors, of whom there are now 161 in the kingdom.

Education in Berlin.—Special efforts have been made by the city of Berlin to raise the schools to the highest point possible. The following data concerning that city will be found of interest: The public popular schools (öffentliche Volksschulen) and the higher female schools (höhere Töchterschulen) are under the control of the city school board, which also superintends all the private schools. The higher public schools for boys are under the direct control of the municipal authority. Berlin had in December, 1876, 250 schools, viz: 159 public schools (13 Gymnasien, 10 Realschulen, 5 higher female schools, 20 lower preparatory schools, 95 communal schools, 16 schools under the control of societies, churches, &c.), 2 Jewish schools, and 89 private schools. The communal schools have together 1,265 classes, with 67,955 pupils, or about 54 to each class. The largest school in Berlin has 20 classes, with 1,169 pupils. The staff of teachers of communal schools consists of 95 head teachers, with an average salary of $1,200, a free dwelling, or $200, and fuel; 864 class teachers, with an average salary of $800; and 310 female teachers, with an average salary of $500. The total expenditure of the city of Berlin for primary education amounted to $1,134,436 in 1876.

d. SAXONY, constitutional monarchy: Area, 6,777 square miles; population, 2,760,586. Capital, Dresden; population, 197,295. Minister of public instruction, Dr. von Gerber.

Saxony has made the so called complementary schools (Fortbildungsschulen) compulsory for every youth below the age of 17 who does not attend a day school. In poor localities the expenses of these schools are defrayed by the government. The instruction is generally given in the evening and on Sunday. Besides these establishments several popular schools of agriculture and industry have been founded, as also a large number of evening schools for girls, in which German, arithmetic, needlework, natural history, and cookery are taught. Saxony has at present 19 teachers' seminaries, to the support of which the government annually contributes $405,000. The director of a seminary receives a salary of 4,875 marks (1 mark = 23.8 cents); the first assistant teachers receive from 2,000 to 4,200 marks and the second assistant teachers from 1,200 to 1,800 marks. All of them receive, besides, a free dwelling and fuel.

e. WÜRTEMBERG, constitutional monarchy: Area, 7,675 square miles; population, 1,881,505. Capital, Stuttgart; population, 107,273. Director of the chief education department, Dr. von Roemer.

The most important event in Würtemberg during the last year was probably the official investigation of the sanitary condition of schools. Commissions were appointed to visit every school in the kingdom. The commissioners were specially charged to examine not only the school-houses but also the surrounding dwellings and grounds, which are frequently in a dangerous condition. They had also to ascertain whether the pupils had the necessary amount of space, light, and fresh air in the school rooms, whether the school benches were properly constructed, &c. The results of this investigation will be published, and it is expected that a great number of school-houses will have to be entirely torn down, and that better school furniture will be introduced.

There is at present in Würtemberg a great lack of teachers. In some communes there are 150 to 165 pupils to one teacher, and in some more than 200.

GREAT BRITAIN AND IRELAND, constitutional monarchy: Area, 121,305 square miles; population, 33,805,419. Capital, London; population, 3,266,987.—*a*. ENGLAND AND WALES.

Elementary day schools.—In the year ending August 31, 1876, the inspectors visited 14,273 day schools in England and Wales to which annual grants were made, containing 20,782 departments under separate teachers, and furnishing accommodation, at 8 square feet of superficial area per child, for 3,426,318 pupils. There were on the registers the names of 2,943,774 children, of whom 1,041,219 were under 7 years of age, 1,799,785 between 7 and 13, and 102,770 above 13. Of these pupils, 2,412,211 were present on the day of inspection and an average of 1,984,573 were in daily attendance throughout the year; 1,783,303, having made the requisite number of attendances, were qualified to bring grants to their schools, 501,497 without individual examination and 1,281,806 on passing a satisfactory examination in reading, writing, and arithmetic; 1,142,612 were actually presented for such examination, and, while 666,303 passed the prescribed test without failure in any one of the three subjects, 87.09 pupils out of every 100 examined passed in reading, 79.42 in writing, and 70.15 in arithmetic.

The inspectors also visited 602 schools which do not fulfil the conditions on which annual grants are made. In these schools 36,088 pupils were present on the day of inspection.

Elementary night schools.—The night schools examined during the year were 1,474 in number; on the average, 49,858 pupils above 12 years of age were in attendance each night; 48,001 pupils were qualified for examination by having made the required number of attendances during the night school session. Of these, 39,076 were actually examined, and out of every 100 pupils so examined 88 passed in reading, 70.94 in writing, and 58.66 in arithmetic.

Training colleges.—The inspectors found 23,053 certificated teachers at work in the aided schools, while the 40 training colleges were attended by 3,007 students.

The following table of statistics shows the rate of progress in the period which has elapsed since the passage of the elementary education act of 1870:

	Year ending August 31—				
	1870.	1873.	1874.	1875.	1876.
Estimated population	22, 090, 163	23, 356, 414	23, 648, 609	23, 944, 459	24, 244, 010
Number of schools inspected	8, 919	11, 846	13, 163	14, 140	14, 970
Annual grant schools:					
Number of departments Day	12, 061	15, 929	17, 646	19, 245	20, 782
Night	2, 504	1, 395	1, 432	1, 392	1, 474
Accommodation Day schools	1, 878, 584	2, 582, 549	2, 861, 319	3, 146, 424	3, 426, 318
Night schools	....	....	10, 507	13, 055	14, 810
Present at examination:					
Day scholars	1, 434, 766	1, 811, 595	2, 034, 007	2, 221, 745	2, 412, 211
Night scholars	77, 918	35, 621	36, 720	37, 666	41, 133
Average attendance:					
Day scholars	1, 152, 389	1, 482, 480	1, 678, 759	1, 837, 180	1, 984, 573
Night scholars	73, 375	45, 973	48, 690	48, 382	49, 858
Number of teachers:					
Certificated	12, 467	16, 810	18, 714	20, 940	23, 053
Assistant	1, 262	1, 970	2, 489	2, 713	3, 173
Pupil	14, 304	24, 674	27, 031	29, 667	32, 231
Studying in training colleges	2, 097	2, 896	2, 982	2, 975	3, 007
Simple inspection schools:					
Accommodation	53, 982	82, 917	91 160	82, 688	57, 471
Present at inspection	39, 122	52, 496	59, 304	51, 976	36, 088
Average attendance	16, 599	30, 099	32, 192	25, 996	23, 159

School accommodation.—The schools in England and Wales visited by the inspectors, with reference to annual grants, which provided in 1869 for 1,765,944 pupils, or for 8.34 per cent. of the whole population, were in 1876 sufficient for 3,426,318 pupils, or 14.13 per cent. of the estimated population. In 1876 accommodation was provided by 1,596 board schools for 556,150 pupils, and 328,071 were in average attendance. The number in average attendance in voluntary schools since 1869 has increased by 593,503, or 55.83 per cent.

School attendance.—The average attendance in aided schools (day and night) has risen from 1,225,764 in 1870 to 2,034,431 in 1876. There were, in 1876, 2,943,774 names of day scholars on the registers of inspected day schools, of whom 2,412,211 were present on the day of inspection, and this is the number of children, out of at least four and a half millions for whom elementary schools are required, who received more or less of efficient instruction in such schools. Of the 1,041,219 day pupils below 7, only 501,497 had made the number of attendances required to bring grants to their schools. Of the 1,902,555 pupils above 7 borne on the registers of aided schools, 1,135,517 day pupils attended 250 times and upwards; 105,791 attended 150 times and upwards; and 40,498 pupils attended 150 times. There are two and a half millions of children between the ages of 7 and 13 who, as appears from the tables of the registrar general, might be found in elementary schools. Much remains to be done to secure the regular attendance at school of a large number of children who ought to be, but are not, under daily instruction.

Teaching force.—The 14,273 elementary day schools in England and Wales inspected in 1876 provided accommodation, in 20,782 departments, for 3,426,318 pupils. The average daily attendance in these schools amounted to 1,984,573, so that each department, while providing accommodation for 165 pupils, had an average attendance of only 95. It has been calculated that under the operation of the education acts the average attendance will rise to 120; and, assuming that at least 3,250,000 children in England and Wales ought to be in daily attendance at public elementary schools, it would follow that about 27,000 separate departments under certificated teachers will be required as the general school supply of the country.

There were on the 31st of December, 1869, 12,842 pupil teachers, 1,236 assistant teachers, and 12,027 certificated teachers at work in schools under inspection. These numbers by the 31st of December, 1876, had risen to 30,626 pupil teachers, 2,921 assistant, and 23,328 certificated teachers; while the pupil teachers in the first of the five years of their service have increased from 3,392 in 1869 to 6,676 in 1876. The extent to which the training colleges have contributed to the existing supply of efficient teachers in England and Wales is shown by the fact that, of 10,554 masters employed in schools in 1875-'76, 6,437, or 61 per cent., had been trained for two years; 1,220, or 11.6 per cent., for one year; and 361, or 3.4 per cent., for less than one year; while 2,536, or 24 per cent., were untrained. In like manner, of 12,499 schoolmistresses, 6,435, or 51.6 per cent., had been trained for two years; 1,168, or 9.3 per cent., for one year; 289, or 2.3 per cent., for less than one year; and 4,607, or 36.8 per cent., were untrained.

The following table shows the number of teachers in receipt of salaries of certain specified amounts:

Salaries of certificated teachers for the year ending August 31, 1876.

MEN.

Under £50	146
£50 and less than £75	1,196
£75 and less than £100	3,198
£100 and less than £150	3,952
£150 and less than £200	1,118
£200 and less than £250	349
£250 and less than £300	96
£300 and over	42
Total	10,097

WOMEN.

Under £40	726
£40 and less than £45	688
£45 and less than £50	738
£50 and less than £75	6,221
£75 and less than £100	2,611
£100 and less than £150	830
£150 and less than £200	82
£200 and over	9
Total	11,905

Local organization.—Since the year 1873 the school boards have made considerable additions to the school supply of the country. In the year ending August 31, 1876, the number of board schools increased from 1,140 to 1,604, while the accommodation in these schools rose from 387,227 to 556,539, and the average attendance from 231,381 to 333,234. Boards have been established in London, which has a population of 3,266,987; in 123 boroughs, with a population of 5,543,956; and in 1,667 parishes, with a population of 4,018,888. The total population under school boards is thus 12,829,381.

The following items are taken from the report of Sir Charles Reed, of September 26, 1877: Number of schools under the London school board, 242; number of departments, 592; number of places, 163,008; being an increase since last year of 25 schools, 86 departments, and 29,323 school places. The number of pupils on the roll was 164,214; average daily attendance, 132,956, or 80.9 per cent. of those on the roll.

By the 1st of April, 1877, by-laws for enforcing the attendance of children at school had been sanctioned by Her Majesty, on the application of the school boards in London, with a population of 3,266,987; in 109 municipal boroughs, with a population of 5,453,724; and in 612 civil parishes, with a population of 2,500,652—total, 11,221,363.

Compulsory attendance under by-laws is now the law for 50 per cent. of the whole population of England and Wales, and for about 84 per cent. of the whole borough population.

School attendance committees.—The elementary education act of 1876, which came into operation on the 1st of January, 1877, provides for the appointment of a school attendance committee for every borough and parish for which a school board has not been elected. Such committees have been appointed in all but 3 of the 106 municipal boroughs which are not under the jurisdiction of school boards.

b. IRELAND: Population in 1876, 5,317,416. Capital, Dublin; population, 314,666.

According to the official report for the year 1875, the number of pupils of national schools was 347,814, taught by 9,929 teachers and assistants and 288 teachers of needlework. The convent schools had 37,056 pupils and 1,681 teachers.

There has been a reduction in the number of young offenders under detention in reformatory schools during 1876 as compared with 1875: the number of inmates being 935 boys and 225 girls, 1,099 in all, on the 31st of December, 1875; and 860 boys and 239 girls, 1,160 in all, on the 31st of December, 1876—showing a decrease of 61 on the total number during the year. The number of certificated industrial schools in Ireland on the 31st of December, 1876, was 50, viz, 41 for Catholics and 9 for Protestants. The number of inmates was 4,768, viz, 1,841 boys and 2,927 girls.

c. SCOTLAND: Population in 1876, 3,527,811. Capital, Edinburgh; population, 215,146.

In December, 1875, there were 2,329 public schools under school boards in Scotland, with 307,955 pupils on the rolls and an average attendance of 233,130, taught by 3,418 principal teachers and assistants, and 3,024 pupil teachers. There were 165 evening schools, having 12,343 pupils on the roll and an average attendance of 9,803. In these schools there were 203 principal teachers, 103 assistant teachers, and 65 pupil teachers.

The school boards report that during the last school year, in carrying out the compulsory clauses of the education act, 7,499 parents have been summoned to appear before their respective boards, and that notice has been sent to 421 employers; that 279 parents and 1 employer have been prosecuted; that 197 of the former were convicted, of whom 135 were fined and 20 imprisoned. The number of children who during one year have been brought into school by the operation of the compulsory clauses is estimated at 28,054. Of these children, 15,516 belong to towns and 12,538 to rural parishes.

Elementary schools.— In the year ending August 31, 1876, the inspectors visited 2,817 day schools to which annual grants were made, containing 3,051 departments under separate teachers and furnishing accommodation for 456,428 scholars. There were on the registers of these schools the names of 433,749 children, of whom 98,789 were under 7 years of age, 306,234 were between 7 and 13, and 28,726 were above 13. Of these scholars, 376,647 were present on the day of the inspector's visit to their respective schools, while 329,083 were in daily attendance throughout the year.

General statistics of education in Scotland.

		Year ending August 31—			
		1873.	1874.	1875.	1876.
Estimated population		3,430,923	3,462,916	3,495,214	3,527,811
Number of schools inspected		2,108	2,609	2,900	2,924
Annual grant schools:					
Departments	Day	2,307	2,577	2,946	3,051
	Night	63	102	196	258
Accommodation	Day schools	294,072	372,090	391,538	456,428
	Night schools	....	1,179	819	1,949
Present at inspection:					
Day scholars		239,025	297,247	344,131	376,647
Night scholars		2,773	4,645	9,186	13,908
Average attendance:					
Day scholars		220,508	263,748	303,536	329,083
Night scholars		3,449	5,555	10,628	15,354
Number of teachers:					
Certificated		2,657	3,165	3,811	4,140
Assistant		4	66	129	160
Pupil		3,619	3,833	4,262	4,640
Studying in training colleges		755	822	950	1,023
Simple inspection schools:					
Accommodation		3,647	19,502	15,464	6,558
Present at inspection		3,200	17,329	13,537	5,577
Average attendance		1,221	10,840	8,810	3,462

School attendance.—The efforts of the school boards are in some cases hindered by the serious cost of prosecuting parents who fail to discharge their duty to their children, and by the long interval (three months) that must elapse after a conviction before proceedings can be taken against offenders.

The following table shows the total number of children from 5 to 14 years of age:

Age.	Number of children.	Number of children on the roll.	Percentage.
5 to 6	90,824	32,774	36.08
6 to 7	86,610	54,319	62.72
7 to 8	85,853	56,382	65.67
8 to 9	81,905	57,156	69.78
9 to 10	79,830	57,049	71.46
10 to 11	81,478	54,592	67.00
11 to 12	76,022	46,875	61.66
12 to 13	78,141	34,180	43.74
13 to 14	76,671	16,992	22.16
Total	737,334	410,319	55.65

Greece, constitutional monarchy: Area, 19,941 square miles; population in 1870, 1,457,894. Capital, Athens; population, 44,510.

The number of primary schools was, in 1875, 1,227, and the number of pupils, 81,449. For secondary education there were 15 gymnasia and 144 Hellenic grammar schools, with 7,780 pupils; 23 private institutions, with 1,589 pupils; and 10 higher schools for girls, with 900 pupils. The University of Athens had 43 professors and 1,352 students.

Italy, constitutional monarchy: Area, 114,296 square miles; population in 1877, 27,769,475. Capital, Rome; population, 244,484. Minister of public instruction, De Sanctis.

Primary education is compulsory throughout Italy. The number of public day schools in 1877 was 37,642. In addition to these there were 9,560 private schools. The number of pupils in the public day schools was 2,299,758. The number of teachers of public schools was 37,632. The normal schools numbered, in 1875, 193, and the number of students, 8,460.

For secondary education there were, in 1875, 107 gymnasia, with 9,296 pupils, and 80 lyceums, with 5,132 pupils.

For superior education Italy had, in 1877, 17 state universities, viz: Bologna, 551 students; Cagliari, 72; Cantania, 153; Genoa, 440; Macerata, 47; Messina, 96; Modena, 216; Naples, 2,648; Padua, 907; Palermo, 360; Parma, 187; Pavia, 642; Pisa, 553; Rome, 624; Sassari, 77; Siena, 153; and Turin, 1,435. The foregoing institutions are entirely supported by the state. There were besides 4 free universities, which are supported by provinces and communes. They are Camerino, 28 students; Ferrara, 57; Perugia, 63; and Urbino, 55.

Netherlands, constitutional monarchy: Area, 20,527 square miles; population in 1876, 3,865,456. Capital, The Hague; population, 104,095.

Primary education.—The condition of primary schools in 1875 is reported as follows: The total number of public and private schools was 3,817, with 11,975 teachers. The number of pupils in the same year was 487,070, viz: 255,464 boys and 231,606 girls. The evening and review schools were frequented by 48,500 pupils, viz, 26,689 males and 21,811 females.

The total expenditure for primary education in 1875 was 7,127,001 florins (the florin =38.5 cents). Of this amount 698,465 florins were supplied by the government and the rest by the provinces and communes.

The minimum salary of teachers was 200 florins and the maximum 3,000. Thirty-six teachers received pensions in 1875, the minimum being 100 florins and the maximum 1,134 florins.

Teachers' seminaries.—In 1875 the Netherlands had 3 state teachers' seminaries, with

295 students, 33 of whom were females. The expenditure for the seminaries in the same year was 126,605 florins.

Infant schools.—The number of public and private infant schools in 1875 was 705, and the number of teachers 2,222, viz, 39 males and 2,183 females. The number of pupils in the same year was 73,018, viz, 38,852 boys and 34,166 girls.

Secondary education.—According to the official report for 1875-'76, the total number of burgher schools was 35 and the number of pupils 3,992; the number of higher burgher schools was 51, with 3,812 pupils. The number of pupils of the two agricultural schools was 28. The polytechnic school had 263 students.

The total expenditure of the state and of the communes for secondary education amounted to 1,691,518 florins.

Superior instruction.—The higher institutions of learning consist of the universities at Leyden, Utrecht, and Groningen, the athenæums of Amsterdam and Deventer, and the so called Latin schools, the number of which is 51. The total number of students in the universities was, in 1875-'76, 1,684, viz: 980 in Leyden, 527 in Utrecht, and 177 in Groningen. The athenæum of Amsterdam had 381 students. The total number of pupils of the 51 Latin schools was 1,260. The state grant for higher education in 1875-'76 amounted to 829,219 florins.

Higher schools for girls.—The number of higher schools for girls has increased from 4 in 1874 to 9 in 1875. The total number of pupils was in the latter year 691.

Drawing schools.—The Netherlands have also 39 drawing schools, with 168 teachers and 3,904 pupils; 11 navigation schools, with 25 professors and 541 students; 2 schools for the blind, with 120 inmates; a school for deaf-mutes, with 131 inmates; and a veterinary school, with 49 students.

PORTUGAL, constitutional monarchy: Area, 36,510 square miles; population, 4,429,332. Capital, Lisbon; population, 275,286.

Primary schools.—In 1862 there were in Portugal 1,336 public schools for boys and 127 for girls. In 1874 there were 1,987 of the former and 458 of the latter, with 1,987 male and 458 female teachers. The total number of pupils was 113,097.

Secondary schools.—There are 17 secondary schools, called lyceums, with 6,883 pupils.

Superior education.—For superior education Portugal has the University of Coimbra and several polytechnic and other special schools. The university had, in 1874, 947 students.

RUSSIA, absolute monarchy: Area, 8,444,766 square miles; population, 85,685,945. Capital, St. Petersburg; population, 667,926.

The school population of Russia is 12,213,558, viz, 5,803,656 boys and 6,409,902 girls. Of this number only 6.9 per cent. attend school.

The sum assigned in the budget of the school year 1877 for education is 15,971,289 roubles (the rouble =73.4 cents). There are eight universities (not reckoning that of Helsingfors, in Finland), with 5,629 students. Of these 85 study theology, 583 philosophy, 1,629 law, 30 Eastern languages, 622 mathematics, 550 natural sciences, and 2,130 medicine. There are 53 ecclesiastical seminaries, with 12,227 students; 195 Gymnasien and Progymnasien, with 50,701 pupils; 56 middle class schools, with 10,888 pupils; 19 military schools, of which the number of pupils is not given. For females there are 223 Gymnasien and Progymnasien, with 34,878 pupils. The number of normal schools is 68 and the number of students 4,968. The total number of elementary schools in operation is 25,491, with 1,074,559 pupils.

SPAIN, constitutional monarchy: Area, 182,758 square miles; population, 16,835,506. Capital, Madrid; population, 475,785.

Primary education.—Spain has 22,625 public schools, of which 16,294 are for boys and 6,331 for girls; the number of private schools is 5,135, of which 2,901 are for males and 2,234 for females—making a total of 27,760 primary schools. The number of male pupils in the public schools was 745,686, and of female pupils 441,773; making a total of 1,187,459. The private schools have 194,513 pupils, viz, 96,753 boys and 97,760 girls.

SWEDEN, constitutional monarchy: Area, 170,979 square miles; population, 4,429,713. Capital, Stockholm; population, 157,215.

Elementary schools.—The number of pupils between the ages of 9 and 14 is 734,165. The total number of popular elementary schools is 8,127 and the number of pupils 842,098. The total number of elementary teachers is 7,815, of whom 5,039 are males and 2,776 females.

Secondary schools.—For secondary education Sweden has 96 schools, with 967 teachers and 12,245 pupils.

Superior education.—For superior education there are two universities, viz: Upsala, with 104 professors and 1,480 students; and Lund, with 69 professors and 523 students.

Special education.—For special education Sweden has two polytechnic schools, a royal academy of fine arts, a pharmaceutical institute, a forest institute, a veterinary school, and a school for midwives.

SWITZERLAND, confederate republic: Area, 15,233 square miles; population, 2,759,854. Capital, Berne; population, 36,001. Director of the federal statistical bureau, Dr. J. J. Kummer.

Polytechnic education.—The federal polytechnic school at Zürich had, in 1876, 690 students, against 701 in the preceding year.

Superior education.—Switzerland has three universities, viz: Basel, with 65 professors and 199 students; Berne, with 77 professors and 351 students; and Zürich, with 79 professors and 349 students.

Education of teachers.—There are 32 teachers' seminaries. The course of study in these institutions embraces pedagogy, religion, German, French, arithmetic, geometry, history, geography, natural history, singing, playing on musical instruments, penmanship, drawing, gymnastics, and agriculture.

TURKEY, absolute monarchy: Area, 1,742,874 square miles; population, 31,939,738. Capital, Constantinople; population, 600,000.

A law relating to public instruction, designed to spread education over the empire, was issued by the government in October, 1869; but there has been no attempt of any kind made to execute the law in subsequent years.

II.—ASIA.

JAPAN, absolute monarchy: Area, 156,604 square miles; population, 32,794,897. Capital, Tokio; population, 674,447. Acting minister of education, Tanaka-Fujimaro.

The following account of education in Japan is condensed from the third annual report of the minister of education, dated Tokio, 1877, covering the transactions of the year 1875:

Elementary instruction.—The number of elementary schools in all the seven grand school districts was 24,225, of which 21,988 were public and 2,237 private schools. This, as compared with the preceding year, shows an increase of 4,292 public schools and a decrease of 84 private schools, the net increase being 4,208 schools. The total number of elementary school districts was 45,778. The number of teachers was 44,501, of whom 40,511 were male and 538 female teachers of public schools, and 3,196 were male and 256 female teachers of private schools. As compared with the preceding year this shows an increase of 7,691 male and 81 female teachers of public schools, and a decrease of 192 male and an increase of 51 female teachers of private schools. The total number of pupils was 1,926,126, of whom 1,377,591 were male and 426,438 female pupils of public schools, and 84,468 were male and 37,629 female pupils of private schools. This shows a total increase since last year of 211,358 pupils.

The population is estimated at 34,008,087, of whom 5,167,667 are children of school age (6–14), or 15.2 per cent. of the whole population. The number of children of school age who received education during the year was 1,828,474, and the number of those of school age who received no education was 3,339,193. Of those who received education, 1,365,305 were males and 463,169 were females.

Normal schools.—The number of normal schools was 90, of which 8 belonged to the government and 82 were instituted by local authorities. The total number of teachers of normal schools was 588, of whom 583 were males and 5 females. The number of students was 7,696, of whom 7,589 were males and 107 females. The number of students to whom certificates were granted by the government normal schools was 232, and the number of those who received certificates from local normal schools was about 665.

Colleges.—The Tokio Kaiseigakko had 40 professors, of whom 21 were natives and 19 foreigners. The number of students was 324. The annual expenditure of the college was 173,940 yen (yen=99.7 cents).

The Tokio Igakko (medical college) had 29 professors and 488 students. The total expenditure during the year was 112,462 yen.

Besides the above colleges, there are 6 schools of special sciences under the control of local authorities, namely, an agricultural school, 3 medical schools, a school of law, and a school of surveying. The number of teachers in these schools was 10 and of students 124.

Foreign language schools.—The foreign language schools are institutions in which students are instructed in a foreign language and in a general course of study conducted in that language. There is one foreign language school in which French, German, Russian, and Chinese are taught. Besides this institution, there are 96 foreign language schools in which the English language is used, 4 in which French and 2 in which German are used; number of teachers engaged in all these schools, 411—341 natives and 70 foreigners. The number of pupils was 6,765, of whom 6,392 were males and 373 females.

The Tokio female school was greatly enlarged. The number of teachers was 10 and of pupils 127.

Finances.—The income of the public schools was 6,238,096 yen during the last year, an increase of 1,874,862 yen over the preceding year. The total expenditure was 4,210,473 yen, or 1,015,195 more than during the preceding year.

The following letter from Hon. David Murray will explain itself:

MOMBUSHO (DEPARTMENT OF EDUCATION),
Tokio, Japan, July 14, 1877.

DEAR SIR: Your favor of June 6 was received by the last mail. I can easily make plain the facts about the suspension of schools.

Many erroneous statements appeared in the English papers here, chiefly caused by mistranslations of government notices. When the appropriation was reduced in January the department at once began to cast around for ways in which to bring its expenses within the reduced appropriation.

It had under its direct control the following institutions, viz: University of Tokio, Medical College of Tokio, Tokio English Language School, Tokio Foreign Language School, Tokio Normal School, Tokio Female Normal School, Tokio Girls' School, Osaka English Language School, Osaka Normal School, Nagasaki English Language School, Nagasaki Normal School, Hiroshima English Language School, Hiroshima Normal School, Aichi English Language School, Aichi Normal School, Niigata English Language School, Niigata Normal School, Miyagi English Language School, and Miyagi Normal School.

All these schools were mainly supported by the annual grant made to them by the Mombusho; they were all governed and managed by directors appointed by the Mombusho. The other objects on which the department expended its appropriation were (1) administration, (2) the erection of school buildings for the above schools, (3) the preparation and publication of school books, (4) the collection and management of an educational museum and library, and (5) an annual grant for the maintenance of elementary schools in the provinces.

When the crisis came it was not easy to decide which of these could be best cut off or curtailed. Finally, after much consideration, it was resolved (1) to reduce the administration to its most economical point; (2) to leave the appropriation to elementary schools virtually unchanged; (3) to maintain the schools of Tokio and Osaka with reduced appropriations, but still efficiently; (4) to consolidate the girls' school of Tokio with the female normal school, for economy of administration. [This is one point of the special inquiries you make. The female normal school has not been abandoned, and the girls' school has been attached to this as a department. This was, no doubt, a matter to be regretted: it gave, as you say, the impression that female education was being relinquished; but such is not the case, certainly no more than necessity has required.] (5) To transfer as far as possible to the local governments the support and management of the normal and English language schools; negotiations were at once begun with the local governments, and with only one or two exceptions, the schools established by the department have been assumed by the local governments; the negotiations in regard to the English language school at Nagasaki have not been successful, and it may have to be closed.

Under this new arrangement it cannot be claimed that the institutions will be as well managed: fewer foreign teachers will be employed, and the appliances of education will be less liberally provided; but it was better than abandonment. It has been a most gratifying circumstance that the local communities have been unwilling to lose the schools which had been opened, and coöperated heartily with the local governments in arrangements for their continuance.

Such, my dear general, seems to be a full answer to the very natural inquiries you make.

We cannot deny to ourselves that our educational schemes have been going through a very severe trial; and as the resources of the country are quite likely to be much constricted for some time to come, the officers of the department are busily considering in what way the system may be modified to meet the prospective changed condition. A new educational law is under consideration, and when issued will be intended to meet a condition of things in which less can be done for education by the central department and more left to local enterprise. How best to secure the benefits of local enterprise, and at the same time retain the necessary safeguards which will insure good plans of study, good teachers, liberal equipments, &c., is a problem of no little difficulty, but with which we are just at this moment brought face to face.

I hope the impression here is well founded that the war is nearly at an end. It will be a happy day when it is. And yet, as in our own case, troubles do not end when the war ends.

With high respect, I am, very sincerely yours,

DAVID MURRAY.

Hon. JOHN EATON,
Commissioner of Education.

III.—AFRICA.

EGYPT, a dependency of Turkey in Africa: Area, 1,406,250 square miles; population, 16,952,000. Capital, Cairo; population, 349,883.

The government schools, which were first erected in 1868, have at present about 8,000 pupils. Egypt has besides these a large number of missionary and foreign schools. One of these schools at Alexandria has 500 pupils.

IV.—SOUTH AMERICA AND NORTH AMERICA.

ARGENTINE CONFEDERATION, federal republic: Area, 515,700 square miles; population in 1869, 1,877,490. Capital, Buenos Ayres; population, 177,787. Minister of public instruction, Dr. O. Leguizamon.

The number of primary schools is 1,816, of which 1,327 are public and 489 private. The number of pupils is 109,941, of whom 85,672 are in public schools and 24,269 in private schools. The number of teachers is 2,868, viz, 1,593 males and 1,275 females.

For secondary education there are 17 colleges, with 453 students, and for superior education there is a university, with 1,495 students.

BRAZIL, constitutional monarchy: Area, 3,287,964 square miles; population, 9,448,233. Capital, Rio de Janeiro; population, 274,972. Minister of the interior, A. da C. Pinto e Silva.

Brazil has 5,890 primary and secondary schools, with 187,915 pupils; 19 higher religious seminaries, with 1,368 students; 1 polytechnic school, with 399 students; 2 medical faculties, with 950 students; 2 faculties of law, with 406 students; a commercial school, with 57 students; a musical observatory, with 108 students; and several charitable institutions.

The regulations relating to compulsory attendance are enforced only in the capital of the empire and in a few provincial towns. The great distance of many dwellings from school-houses has made general compulsion hitherto impossible.

CANADA, Dominion of Canada, British possession: Area, 3,483,952 square miles; population in 1871, 3,602,321. Capital, Ottawa; population, 21,545.

The Dominion of Canada consists of the provinces of Ontario, Quebec, Nova Scotia, New Brunswick, Manitoba, British Columbia, and Prince Edward Island. The provinces have full power to regulate their educational affairs. A statement of the condition of these is here presented.

a. ONTARIO: Area, 121,260 square miles; population, 1,620,851. Capital, Toronto; population, 46,092. Minister of education, Adam Crooks. Deputy minister of education, J. G. Hodgins.

The following information is derived from the report of the minister of education for the year 1876:

Income and expenditure.—The total receipts for all public school purposes for the year 1876 amounted to $3,393,655, showing an increase of $28,201 over the total receipts of the preceding year. The total expenditure for all public school purposes amounted to $3,006,456; increase, $13,375.

School population.—The school population (5–16) was 502,250; increase, 1,167. The number of children of school age attending school was 464,364; increase, 13,559. Number of pupils of other ages attending school, 26,173; increase, 2,737. Total number of pupils attending the schools, 490,537; increase, 16,296. The ages of pupils were: 1,321 under 5 years of age; 253,994 between 5 and 10; 212,499 between 11 and 16; 22,723 between 17 and 21. The number reported as not attending any school is 9,260; decrease, 1,549. These were between the ages of 7 and 12 years, which are the ages fixed by the statute during which all the children should receive instruction in some school. The average attendance, viz, the aggregate daily attendance divided by the legal number of teaching days in the year, was 212,483; increase, 13,909.

Teachers.—In the 5,042 schools reported 6,185 teachers have been employed; increase, 167; of these, 2,780 are males and 3,405 females. The teachers are reported to be of the following religious persuasions: Church of England, 942; Church of Rome, 779; Presbyterians, 1,874; Methodists, 1,973; Baptists, 344; Congregationalists, 74; Lutherans, 29; Quakers, 23; Christians and Disciples, 60; Protestants, 35; Plymouth Brethren, 16; Unitarians, 3; other denominations, 33. The highest salary paid to a male teacher in a county is $800, the lowest $120; in a city, the highest $1,000, the lowest $500; in a town, the highest $1,000, the lowest $200. The average salary of female teachers in counties is $240; in cities, $314; in towns, $267.

Schools.—The number of schools reported is 5,042; increase, 208. The whole number of school-houses reported is 4,926, of which 1,417 are brick, 514 stone, 2,253 frame, and 742 log. The number of Roman Catholic separate schools is 167, with 25,294 pupils and 302 teachers. There are 104 high schools in the province, with 8,541 pupils. The Toronto normal school had 7,706 students, of whom 3,861 were males and 3,845 females. Ontario has besides 16 colleges, with 700 students, and 297 academies and higher private schools, with 7,982 pupils.

Public libraries.—The number of free libraries, exclusive of subdivisions, is 1,450; number of volumes, 281,586. The number of Sunday school libraries reported is 2,532; number of volumes in these libraries, 387,757. Other public libraries reported, 159, with 142,954 volumes.

Educational progress.—The following data will show what has been accomplished educationally in Ontario during the last thirty years: In 1842 the number of public schools was only 1,721; in 1851 this had increased to 3,001 and in 1876 to 5,042, and the number of pupils attending them from 168,159 in 1851 to 490,537 in 1876. The amount paid for the support of the public schools has been increased from $468,644 in 1851 to $3,006,456 in 1876.

b. QUEBEC: Area, 210,020 square miles; population, 1,191,516. Capital, Quebec; population, 59,695; Superintendent of public instruction, G. Ouimet.

The statistics following are derived from the report of the superintendent for the year 1876–'77:

The Province of Quebec had, in 1876–'77, 3,631 elementary schools, with 146,777 pupils on the rolls and 107,651 in average attendance; 84 model schools for boys, with 7,274 pupils on the rolls and 5,870 in average attendance; 39 model schools for girls, with 4,337 pupils on the rolls and 3,615 in average attendance; 149 mixed model schools, with 7,324 boys on the rolls and 5,592 in average attendance, and 7,068 girls on the rolls and 5,335 in average attendance; 54 academies for boys, with 10,363 students on the rolls and 8,853 in average attendance; 129 academies for girls, with 19,261 pupils on the rolls and 16,653 in average attendance; 37 mixed academies, with 1,471 pupils on the rolls and 1,037 in average attendance; 71 Catholic elementary schools, with 2,478 pupils; 3 Catholic superior schools, with 192 pupils; 128 Protestant elementary schools, with 3,553 pupils; 9 Protestant superior schools, with 553 pupils; 130 independent elementary schools, with 7,879 pupils; 62 independent superior schools, with 4,299 pupils; 42 colleges, with 8,307 pupils; and 3 normal schools, with 309 pupils. The total number of educational institutions of all kinds is 4,571; the total number of pupils, 232,765, viz, 117,686 boys and 115,079 girls; and the total of average attendance, 178,621. The number of male teachers is 1,146, and that of female teachers 4,776. The province has 219 public libraries, with 187,295 volumes.

c. NOVA SCOTIA: Area, 18,660 square miles; population, 387,800. Capital, Halifax; population, 29,582. Superintendent of education, A. S. Hunt.

From the annual report for the year 1876–'77 the following data have been derived: The whole expenditure for education amounted to $681,134, of which the government contributed $204,266. The number of school sections was 1,770, showing an increase of 16 over the preceding year. During the winter term there were 1,731 schools in operation, with 80,788 pupils and an average daily attendance of 46,380; during the summer term, 1,871 schools, 83,941 pupils, and an average daily attendance of 47,000. The total number of teachers and assistants was, winter term, 1,829; summer term, 1,947. There were 76 new school-houses built in 1877, and 58 more begun.

d. BRITISH COLUMBIA: Area, 213,000 square miles; population, 10,586. Capital, Victoria; population in 1871, 4,540. Superintendent of education, J. Jessup.

The number of children between the ages of 5 and 16 is 2,734, of whom 1,888 attend school. To these may be added 50 pupils above 16 years of age, making 1,938 in all, viz, 1,071 boys and 867 girls, an increase of 253 over last year. The above numbers do not include the three principal centres of population, namely, Victoria, Nanaimo, and New Westminster, from which no statistical reports have been received.—(Report of superintendent, 1876–'77.)

e. PRINCE EDWARD ISLAND: Area, 2,173 square miles; population, 94,021. Capital, Charlottetown; population, 8,807. Secretary of the board of education, Donald McNeill.

The province had, in 1876, 417 schools, with 15,431 pupils on the rolls, viz, 8,150 boys and 7,281 girls. The average daily attendance was 8,799. One hundred and fifty-seven schools were taught by females, at salaries varying from $113 to $129. The salaries of male teachers varied from $146 to $324. The normal school was attended by 154 students.

No reports have been received from New Brunswick and Manitoba.

JAMAICA, British colony: Area, 6,400 square miles; population, 441,264. Capital, Kingston; population, 40,000. Superintendent of schools, John Savage.

The total number of children of school age (5 to 15) is 123,824, and the total number of children attending school, 46,000. The number of elementary schools is 486; that of endowed schools, 25; and of normal schools, 7. The latter are frequented by 124 pupils.

Mexico, federal republic: Area, 743,948 square miles; population, 9,343,470. Capital, Mexico; population, 200,000. Minister of the interior, T. Garcia.

Mexico has 338 primary schools, with 22,407 pupils; a preparatory school, with 602 pupils; a business college, with 640 pupils; a law school, with 158 students; a school of medicine, with 126 students; a school of engineering, with 58 students; a school of fine arts, with 600 students; an industrial school, with 157 students; and a school of agriculture and veterinary surgery, with 29 students.

V.—AUSTRALASIA.

New South Wales, British colony: Area, 323,437 square miles; population, 503,981. Capital, Sidney; population, 134,755. Secretary of the council of education, W. Wilkins.

The following statement, drawn from the official educational report for the year 1876, shows the progress made during the last ten years:

In the ten years from 1867 to 1876, inclusive, while the population of the colony increased from 431,412 to 629,776, or 46 per cent., the number of public schools has increased from 259 to 503, or 92.2 per cent. In addition to these, 279 provisional schools and 110 half time schools are now in operation, these classes of schools having been brought into existence for the first time under the public schools act. The total increase of the number of schools, other than certificated denominational schools, is therefore 633, being at the rate of 244 per cent. On the other hand, the number of certificated denominational schools has fallen from 310 to 181, or 41 per cent. The net increase of all schools, from 569 to 1,073, is 88 per cent.

The number of pupils enrolled, having been 47,663 in the first quarter of 1867 and 111,269 during the year 1876, has increased by 63,606, or 133 per cent. The amount of fees has increased at the rate of 100 per cent.

The number of new school-houses erected was 199, to which may be added 61 others in course of erection.

The total number of teachers, assistants, and pupil teachers has increased from 971 to 1,583, or 63 per cent. The number of teachers who have been under training is 681.

The following table exhibits for the quarter ending December 31, 1876, the number of pupils enrolled, the average attendance, and the relative proportions of these numbers:

Localities.	Number enrolled.	Number in average attendance.	Percentage of average attendance to number enrolled.
Cities and suburbs	27,742	18,359.6	66.1
Large towns	4,369	2,917.5	66.7
Small towns	13,397	9,070.3	67.7
Mining districts	7,338	4,875.6	66.4
Rural districts	24,113	16,634.1	68.9
Total	76,959	51,857.1	67.3

New Zealand, British colony: Area, 106,259 square miles; population, 399,075. Capital, Auckland; population, 21,590. Superintendent of education, J. Williamson.

New Zealand has 140 schools, with 8,284 pupils on the rolls and 4,929 in average attendance. The number of teachers is 178. The Auckland College and Grammar School has 7 teachers and 164 students.

Queensland, British colony: Area, 678,600 square miles; population, 181,288. Capital, Brisbane; population in 1871, 19,413. Secretary of the board of education, E. Butterfield.

On the 1st of January, 1876, the education department found 222 primary schools in operation in the colony, of which 155 were state schools, 42 provisional schools, and

25 non-vested schools. During the year, the total number increased to 263. Fifteen new state schools and 24 new provisional schools were opened.

The total number of children enrolled in 1876 was 36,271, against 33,778 in 1875—an increase of 2,493. The mean number enrolled was 24,369 in 1875 and 26,949 in 1876—an increase of 2,580. The average daily attendance was 18,534.

The number of teachers employed was 617, of whom 335 were males and 282 females. The time devoted to secular instruction in all but infant schools is five hours on every day of the week except Saturday and Sunday. The number of ordinary school days in the year was 220.

The children attending the schools vary in age from 4 to 16. They are admitted to infant schools at the age of 4 and into other schools at the age of 5. The gross expenditure of the education department for primary schools in 1876 was £73,131.

TASMANIA, British colony: Area, 26,215 square miles; population, 104,217. Capital, Hobart Town; population, 19,092. President of the board of education, Henry Butler.

During the year there were 154 schools in actual operation; total number of children on the rolls, 12,271; average daily attendance, 5,703. During the year 1876 there were 158 schools in operation, and the number of children on the rolls was 12,231. The total expenditure in 1876 amounted to £15,484.

VICTORIA, British colony: Area, 88,198 square miles; population, 823,272. Capital, Melbourne; population, 54,993. Minister of public instruction, W. Collard Smith.

The following information is derived from the report of the minister of public instruction for the year 1876–'77:

The estimated number of children of school age (6–15) is 196,047; the following table shows the attendance of children at school:

Children in attendance at—	Of school age (6–15).	Under and over school age.	Total.
Private schools	22, 863	6, 075	28, 938
Colleges, grammar schools, &c	833	202	1, 035
Reformatory schools	135	84	219
Industrial schools	856	116	972
Total	24, 687	6, 477	31, 164

The number of state and capitation schools in operation during the year 1876, with the pupils attending them, is shown in the following table:

1876.	Number of schools.	Total number of children enrolled during the year.	Average attendance throughout the year.
State schools and state night schools	1, 457	222, 373	103, 026
Capitation schools	67	12, 913	5, 788
Total	1, 524	235, 286	108, 814
Deduct for schools closed	26	3, 726	2, 056
Balance	1, 498	231, 560	106, 758

Of the estimated number of children of school age, 196,047, there were 152,147 attending schools supported by the state, 750 capitation schools, 22,863 private schools, 833 grammar schools, 991 industrial and reformatory schools; 7,000 were taught at home, and 11,463 were educated up to the compulsory standard and removed from school.

Truant officers.—Truant officers have been sent to all the centres of population, with a view of prosecuting parents who persist in neglecting the education of their children. One hundred and fifty-eight prosecutions have already been made, which have resulted in 157 convictions and 1 dismissal.

Teachers.—The total number of teachers was 3,576, of whom 1,325 were head teachers, 757 assistant teachers, 529 work mistresses, and 965 pupil teachers.

INSTRUCTION IN ART.

The interest awakened throughout the country by the Centennial Exhibition in the whole subject of art in its relations to industries, and in its special development in works of strictly high art, continues. In my report for 1876 a comprehensive statement was made of the art exhibitions, museums, schools, and academies which were either opened for the first time in the centennial year or which were then reopened. All these institutions seem to be prospering; and all the art schools, both those of high art and those especially aiming to teach the industrial applications of art, are crowded with eager pupils. In the cities and towns in which drawing has been for some years taught in the public schools, the evidences of progress have been so apparent as to commend the study to all classes. Art loan collections are becoming a recognized feature in many cities and towns, and it is safe to say that at present interest in all matters pertaining to art is more generally diffused throughout the community than at any former period in the history of the United States.

The economic relations of art are beginning to be understood, and the fact that such principles of art knowledge can be given in the public schools as shall enable the pupils to become available as producers in art industries is beginning to be appreciated. When confidence in this public school training in industrial art shall have become general, a very marked increase in the art productions of the United States may be expected.

A movement looking to the combination of a mart for the sale of art works with classes for giving practical training in art industries has been initiated in New York, under the designation of the Society of Decorative Art, which promises to become permanent and to be followed by the establishment of similar societies in other cities.

Some knowledge of the history of art and of the æsthetic development of man seems to be more and more considered an essential part of higher education by the colleges and universities. The public lectures on art, the frequent exhibitions, the increasing number of art publications, and the attention given to art topics in the current magazine literature, all evince the awakening interest of the public in art matters.

In public collections of works of art, as well as in all museums of natural objects and in public libraries, a notable change has taken place during the last few years, owing to a fuller recognition of the educational value and possibilities of such collections.

So far as relates to art museums this change may be ascribed largely to the influence of the example set by the character and management of the South Kensington collections, which, in turn, grew out of the Hyde Park World's Fair. The value of such collections in developing the public taste and in affording direct instruction to those who wish to apply the arts to industries, which has been widely recognized in Great Britain and in the continental countries of Europe, is beginning to be understood in this country, and an art museum no longer means, as it has done until very recently, simply a collection of paintings, of statuary, and possibly of a few engravings; it now comprises nearly everything to which artistic treatment may be applied. Art is rapidly becoming comprehensive, and the artist is free to use whatever material may suit his purpose. Art, long divorced from the interests of the common people, becomes allied to the common industries and the common needs of all, and the artisan and the artist, as in the best days of art, are rapidly recognizing their mutual relation and dependence.

The foundation of the Pennsylvania Museum and School of Industrial Art, which is the outcome of the Centennial Exhibition, just as South Kensington was the outcome of the Hyde Park Exhibition, is the first working example of such a museum and school in this country. The collections of examples of industrial art which are to be seen in the halls of the Memorial Building at Fairmount Park, Philadelphia, excluding, as they do, canvases, marbles, and engravings—formerly the sole stock of an art museum—are calculated to impress the beholder with a new sense of the possibilities of industrial art and of its immense importance to a country in an economic point of view.

The Massachusetts State Normal Art School, Boston, under the direct charge of Prof. Walter Smith, State art director, has been the pioneer in this field, and is doing excellent work in the training of those who shall be able to disseminate widely the kind of instruction essential to the development of a large number of workers in industrial art, which must be preliminary to any important development of art industries in this country. The collections of the Boston Museum of Art, while rich in works of high art and in the material necessary to train artists, are also well provided with examples of the application of art to various industries.

The loan collections of the Metropolitan Museum, in New York, have been arranged with special reference to their educational influence: the development of this museum into an institution similar to that of South Kensington having been the design of its founders and the plan which has been kept constantly in view, though the high art features and the archæological specialty of the museum have been in no way neglected. A great expansion of its work in the way of schools and direct instruction, not as yet attempted, may be anticipated when it removes to the permanent quarters providing for it in Central Park. In the selection of the site and in the plans of the buildings, every provision for this anticipated growth and varied development has been made.

In direct training of pupils in industrial art, the Woman's Art Schools of the Cooper Union have been conspicuous. The Schools of Design in Philadelphia, Cincinnati, St. Louis, and Pittsburgh have given much attention to practical instruction in art industries. The Lowell School of Practical Design, Boston, Mass., is a free school for technical instruction in the direct application of art to manufactures. The Free School of Art of Cooper Union, the Franklin Institute Drawing Classes, Philadelphia, and the night art classes of the Maryland Institute, Baltimore, give free instruction to boys and men in mechanical and free hand drawing. The Free Institute of Industrial Science at Worcester, Mass., gives theoretical and practical training in the industrial arts.

In high art training the leading schools are those of the Pennsylvania Academy of Fine Arts, Philadelphia; the National Academy of Design, New York; the classes of the Art Students' League, New York; the Brooklyn Art Association; the Yale School of Fine Arts, Yale College, New Haven, Conn.; the Museum of Fine Arts, Boston; the School of Design of the San Francisco Art Association; the Chicago Academy of Design, and the Art Department of Syracuse University, Syracuse, N. Y.

In collections of statuary, the Metropolitan Museum of New York, with its immense Di Cesnola collections from Cyprus and a few fine modern marbles, leads. Of collections of casts of statuary, the Corcoran Art Gallery at Washington; the Pennsylvania Museum of Fine Arts; the Museum of Fine Arts, Boston; the School of Design, San Francisco; the Yale Art School; the Art Gallery of Amherst College, Amherst, Mass., and the Art Gallery of Illinois Industrial University possess the largest and finest. Several of the other galleries and colleges also have good collections.

Of collections of paintings by old masters, the New York Historical Society, with the Bryan collection, the Metropolitan, with its collection of the Flemish school, and the Yale School of Fine Arts, with the Jarvis collection, possess the most important. Of more recent paintings, the Corcoran Art Gallery, the Pennsylvania Academy of the Fine Arts, the Lenox Library, New York, the Yale Art School, the Wadsworth Athenæum, Hartford, Conn., the Museum of Fine Arts, Boston, and the Athenæum Art Gallery, St. Johnsbury, Vt., possess the most important collections. Of colleges and other educational institutions that have larger or smaller art collections and give more or less instruction in art, may be named: Yale, Amherst, Cornell, University of Michigan, Illinois Industrial University, College of Notre Dame, Ind., Louisiana State University, Rochester University, Syracuse University, University of Vermont, Vassar College, Poughkeepsie, N. Y., Smith College, Northampton, Mass., South Hadley Seminary, Mass.

The following abstract from the 18 pages of statistical tables of the art institutions, which were given in my annual report for 1876, contains simply a list of the names, places, date of founding, and the chief officers or instructors of the art museums and art training institutions in the United States, for the purpose of including them in the present report and thus preserving the record complete.

The full statistics of the art collections and of the facilities possessed by the schools are in the tables of the report for 1876, and will be contained in the Special Report on Art Education in the United States now in the course of preparation by I. Edwards Clarke, A. M.

Statistics of museums of art for 1876; from replies to inquiries by the United States Bureau of Education.

[Full historical and descriptive accounts of the public art collections and art training institutions in the United States will be found in the Special Report on Art Education in the United States, to be published by the Bureau of Education.]

	Name of museum.	Location.	When founded.	Chief officer.
	1	2	3	4
1	Art Gallery, Wadsworth Athenæum	Hartford, Conn	1842	Calvin Day, president; J. Hammond Trumbull, secretary.
2	Art Collections of Connecticut Museum of Industrial Art	New Haven, Conn	1876	Professor W. P. Blake, secretary.
3	Art Collections, Yale School of Fine Arts, Yale College *a*	New Haven, Conn	*b*1825	Professor John F. Weir, N. A., director.
4	Art Gallery of Illinois Industrial University	Urbana, Ill	1874	John M. Gregory, LL. D., president of university.
5	Museum, College of Notre Dame	South Bend, Ind	1848	A. M. Kirsch, curator.
6	Art Collections of Louisiana State University	Baton Rouge, La	1854	Col. D. F. Boyd, superintendent.
7	Museum of Maryland Historical Society	Baltimore, Md	1844	J. G. Gatchel, assistant librarian.
8	Art Gallery, Amherst College	Amherst, Mass	1874	Professor R. H. Mather, curator.
9	Art Gallery, Boston Athenæum *c*	Boston, Mass	1807	E. N. Perkins, chairman committee on fine arts.
10	Fine Arts Department of the Public Library	Boston, Mass	1852	Justin Winsor, superintendent of library.
11	Museum of Fine Arts *a*	Boston, Mass	1870	Martin Brimmer, president; Charles C. Perkins, chairman committee on museum; Gen. Charles G. Loring, curator.
12	Gray Collection of Engravings *d*	Boston, Mass	1856	
13	Essex Institute, Fine Arts Department	Salem, Mass	*e*1848	George M. Whipple, secretary.
14	Museum of Art and History, University of Michigan	Ann Arbor, Mich	1855	J. B. Angell, LL. D., president of university; Professor H. S. Frieze, curator.
15	Buffalo Fine Arts Academy	Buffalo, N. Y	1862	L. G. Sellstedt, president of Academy; A. M. Farnham, superintendent.
16	Museum of Fine Arts, Cornell University	Ithaca, N. Y	1865	Andrew D. White, LL. D., president of university.
17	Art Gallery, Lenox Library	New York, N. Y	1877	Geo. H. Moore, superintendent of library.
18	Metropolitan Museum of Art *a*	New York, N. Y	1870	John Taylor Johnson, president; Gen. L. P. di Cesnola, secretary; Thomas Bland, assistant secretary.
19	Museum and Gallery of Art of the New York Historical Society	New York, N. Y	1804	John Austin Stevens, librarian.

20	Permanent Art Collections of the National Academy of Design. *a*	New York, N. Y.	1826	T. Addison Richards, N. A., corresponding secretary.
21	Art Gallery of Vassar College	Poughkeepsie, N. Y.	1864	John H. Raymond, LL. D., president; Professor Henry Van Ingen, curator.
22	Art Museum of Rochester University	Rochester, N. Y.	1873	M. B. Anderson, president of university.
23	Art Museum of Syracuse University	Syracuse, N. Y.	1873	Prof. George F. Comfort, dean of college of fine arts.
24	Museum of the Western Reserve and Northern Ohio Historical Society.	Cleveland, Ohio	1867	C. Whittlesey, president; C. C. Baldwin, secretary.
25	Art Collections of Pennsylvania Museum and School of Industrial Art.	Philadelphia, Pa.	1876	Coleman Sellers, president; H. Dumont Wagner, secretary.
26	Collection of the Historical Society of Pennsylvania	Philadelphia, Pa.	1824	John Jordan, jr., chairman of the library committee; Frederick D. Stone, assistant librarian; Townsend Ward, secretary.
27	Permanent Art Collections of the Pennsylvania Academy of Fine Arts. *a*	Philadelphia, Pa.	1805	James L. Claghorn, president; John Sartain, secretary of the academy; George Corliss, actuary.
28	Art Collection of the Redwood Library and Athenæum	Newport, R. I.	*f*1859	Benjamin H. Rhoades, librarian.
29	Park Gallery of Art, University of Vermont	Burlington, Vt.	1873	M. H. Buckham, D. D., president of university.
30	Athenæum Art Gallery	St. Johnsbury, Vt.	1875	W. W. Thayer, librarian of athenæum.
31	Corcoran Art Gallery	Washington, D. C.	1869	William McLeod, curator; F. S. Barbarin, M. D., assistant curator.

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a In addition to its own, the museum exhibits important loan collections. *b* Date of the acquisition of the Trumbull paintings. *c* The Athenæum Art Gallery was transferred to the Boston Museum of Fine Arts in 1876, and will not hereafter appear in these tables as a separate collection. *d* Deposited in 1876 for the term of seven years in the Museum of Fine Arts, Boston. *e* Art collection in 1870. *f* Library founded in 1730.

Statistics of institutions affording art instruction, including all training in industrial art, for 1876; from replies to inquiries by the United States Bureau of Education.

	Name.	Location.	When founded.	Principal.
	1	2	3	4
1	School of Design of the San Francisco Art Association.	San Francisco, Cal.	1873	Samuel Purdy, secretary; J. Ross Martin, assistant secretary; Virgil Williams, director.
2	Yale School of the Fine Arts	New Haven, Conn.	1864	Prof. John F. Weir, director.
3	Art Schools of Chicago Academy of Design.	Chicago, Ill	1867	L. W. Volk, president; G. F. Gookins, director; Paul Brown, secretary.
4	Illinois Industrial University	Urbana, Ill	*a*1870	J. M. Gregory, LL. D., president of university.
5	Maryland Institute Schools of Art and Design.	Baltimore, Md	1848	Prof. D. A. Woodward.
6	Boston Art Club	Boston, Mass	1855	Charles A. Barry, secretary.
7	Lowell Institute Drawing Classes.	Boston, Mass	1849	Benjamin E. Cotting, M. D., curator of the institute; George Hollingsworth, principal.
8	Lowell School of Practical Design. *b*	Boston, Mass	1872	Charles Kastner.
9	Massachusetts Institute of Technology, department of architecture.	Boston, Mass	1861	William R. Ware, S. B., professor of architecture.
10	Massachusetts Normal Art School.	Boston, Mass	1873	Prof. Walter Smith, State art director, principal; William T. Meek, curator.
11	School of Drawing and Painting, Museum of Fine Arts.	Boston, Mass	1876	Prof. W. R. Ware, secretary of permanent committee; Otto Grundmann, principal.
12	Worcester County Free Institute of Industrial Science.	Worcester, Mass.	1865	Prof. C. O. Thompson.
13	St. Louis Art School	St. Louis, Mo	1872	Conrad Diehl.
14	Manchester Art Association	Manchester, N. H.	1871	H. W. Herrick, president; Joseph B. Sawyer, secretary.
15	Art Classes of the Brooklyn Art Association.	Brooklyn, N. Y	1861	William H. Husted, secretary.
16	Cornell University, courses in architecture and in the mechanic arts.	Ithaca, N. Y	1865	A. D. White, LL. D., president of the university.
17	Art Students' League	New York, N. Y	1875	F. Waller, president; Howard Poland, corresponding secretary.
18	Cooper Union Art Schools:			
	1. Woman's Art School	New York, N. Y	1852	Mrs. Susan N. Carter.
	2. The Free School of Art	New York, N. Y	1857	F. G. Tisdall, jr., PH. D., director.
19	Ladies' Art Association	New York, N. Y	1870	Mrs. J. B. Collin, corresponding secretary; Miss Alice Donlevy, curator (studio, 896 Broadway).
20	Art Schools of the National Academy of Design.	New York, N. Y	1826	D. Huntington, president; L. E. Wilmarth, director of schools.

Statistics of institutions affording art instruction, &c.—Continued.

	Name.	Location.	When founded.	Principal.
	1	2	3	4
21	The Palette Club	New York, N. Y	1869	Hon. Noah Davis, president; Sam'l J. Jelliffe, corresponding secretary.
22	School of Design, Vassar College *c*.	Poughkeepsie, N.Y	1877	Prof. Henry Van Ingen.
23	College of Fine Arts of Syracuse University.	Syracuse, N. Y	1872	Prof. George F. Comfort, dean.
24	School of Design of the University of Cincinnati.	Cincinnati, Ohio	1869	Thomas S. Noble.
25	Toledo University of Arts and Trades.	Toledo, Ohio	1872	Charles J. Shipley.
26	Franklin Institute Drawing Classes	Philadelphia, Pa	1824	J. B. Knight, secretary of institute.
27	Art Classes of the Pennsylvania Academy of the Fine Arts.	Philadelphia, Pa	1800	Christian Schussele.
28	Philadelphia School of Design for Women.	Philadelphia, Pa	1847	Miss E. Croasdale.
29	The Pennsylvania Museum and School of Industrial Art.	Philadelphia, Pa	......	
30	Pittsburgh School of Design for Women.	Pittsburgh, Pa	1865	Hugh Newell.

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a University founded in 1867, school of architecture in 1870, art gallery in 1874, school of design in 1876.

b This course of free instruction, open to pupils of both sexes, is provided by the trustee of the Lowell Institute, and is in the rooms and under the direction of the Massachusetts Institute of Technology.

c The opening of this school will take place in September, 1877.

STATISTICAL ABSTRACTS.

My report for 1876 was not printed in such numbers as to satisfy more than half the correspondents of this Office, though its contents were more varied and the year covered by it was in all respects the most important since the foundation of the Office. In the hope that Congress will see fit to order a larger edition of the present volume than its predecessor did of the last, I venture to reprint some parts of certain statistical tables which appeared in that report; the present report omits the corresponding tables this year.

Statistics of orphan asylums, soldiers' orphans' homes, infant asylums, industrial schools, and miscellaneous charities for 1876; *from replies to inquiries by the United States Bureau of Education.*

PART 1.—*Statistics of orphan asylums.*

	Name.	Location.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.	Present inmates.	
			Male.	Female.		Male.	Female.
	1	2	3	4	5	6	7
1	Church Home for Orphans	Mobile, Ala	......	9	....	1	37
2	Protestant Orphan Asylum	Mobile, Ala. (Dauphin Way, west of Broad)	(3)		....	......	......
3	Orphans' Home of the Synod of Alabama	Tuskegee, Ala	0	3	225	16	20
4	Roman Catholic Female Orphan Asylum	San Francisco, Cal	(14)		3, 161	0	263
5	St. Vincent's Male Orphan Asylum*	San Rafael, Cal	(6)		....	280	0
6	Good Templars' Home for Orphan Children	Vallejo, Cal	2	7	285	52	21
7	Bridgeport Protestant Orphan Asylum	Bridgeport, Conn	0	4	109	16	9
8	Hartford Orphan Asylum	Hartford, Conn	2	10	....	50	28
9	St. Catharine's Orphan Asylum	Hartford, Conn	......	5	5, 000	......	33
10	St. James' Asylum	Hartford, Conn	......	5	500	59	0
11	New Haven Orphan Asylum	New Haven, Conn	1	6	1, 200	82	62
12	Orphans' Home	Decatur, Ga	1	2	46	12	9
13	Orphans' Home of South Georgia Conference	Macon, Ga	2	3	66	9	4
14	Female Orphan Asylum*	Savannah, Ga	(3)		360	0	40
15	Union Society, or Bethesda Orphan Home	Savannah, Ga	1	4	....	47	0
16	Chicago Protestant Orphan Asylum	Chicago, Ill. (789 Michigan ave.)	0	2	2, 500	(130)	
17	St. Joseph's Orphan Asylum	Chicago, Ill. (3 Douglas Place)	......	13	....	100	100
18	Uhlich Orphan Asylum	Chicago, Ill	10	......	119	22	10

19	Asylum for Colored Friendless Children*	Indianapolis, Ind	(5)		204	36	12
20	Indianapolis Orphans' Asylum	Indianapolis, Ind	1	8	1,202	49	27
21	St. Joseph's Male Orphan Asylum	Lafayette, Ind. (letter box 1442)	3	9	62	62	0
22	St. Joseph's Asylum and Manual Labor School	Rensselaer, Ind	1	5	245	49	52
23	St. Vincent's Male Orphan Asylum	Vincennes, Ind	1	3	920	127	......
24	German and English Asylum for Orphans and Destitute Children	Andrew, Jackson County, Iowa	3	3	120	12	13
25	St. Thomas Orphan Asylum	Bardstown, Ky	......	9	600	84	0
26	House of the Angel Guardian	Highlands, Ky. (near Newport)	0	13	....	0	58
27	Baptist Orphans' Home*	Louisville, Ky. (1st st., corner St. Catherine)	(5)		178	16	34
28	German Baptist Bethesda	Louisville, Ky. (234 Clay st.)	1	2	50	13	12
29	German Protestant Orphan Asylum	Louisville, Ky	1	3	788	28	39
30	Orphanage of the Good Shepherd	Louisville, Ky	2	5	76	39	......
31	Kentucky Female Orphan School	Midway, Ky	0	4	....	0	82
32	Orphans' Home *a*	La Têche, La	1	2	140	(3)	
33	Home for Jewish Widows and Orphans	New Orleans, La. (Jackson and Chippewa sts.)	2	2	372	53	53
34	Mount Carmel	New Orleans, La	......	11	255	......	101
35	St. Alphonsus' Orphan Asylum*	New Orleans, La. (4th and St. Patrick sts.)	(6)		....	20	37
36	The Protestant Orphans' Home	New Orleans, La. (7th st.)	......	2	....	52	54
37	Female Orphan Asylum of Portland	Portland, Me	......	3	294	......	34
38	Baltimore Orphan Asylum*	Baltimore, Md	(6)		....	62	54
39	General German Orphan Asylum	Baltimore, Md. (Aisquith st.)	1	2	204	56	32
40	Hebrew Orphan Asylum of Baltimore	Baltimore, Md. (Calverton Heights)	1	6	41	14	20
41	Kelso Orphan Home	Baltimore, Md	......	2	36	0	22
42	St. Anthony's Orphan Asylum	Baltimore, Md	......	14	1,120	104	96
43	St. Mary's Female Orphan Asylum	Baltimore, Md	......	7	1,000	......	120
44	St. Peter's Asylum for Female Children	Baltimore, Md. (252 Myrtle ave.)	......	2	72	......	30
45	St. Vincent's Male Orphan Asylum	Baltimore, Md. (23 N. Front st.)	4	0	1,020	52	0
46	Shelter for Colored Orphans *b*	Baltimore, Md	0	3	60	17	20
47	Boston Female Orphan Asylum*	Boston, Mass	(11)		1,000	0	112
48	House of the Angel Guardian	Boston, Mass. (85 Vernon st., Highlands)	15	......	5,674	189	0
49	St. Vincent's Orphan Asylum	Boston, Mass. (cor. Shawmut ave. and Camden st.)	......	13	2,917	......	200
50	Protectory of Mary Immaculate	Lawrence, Mass	1	14	425	35	69
51	City Orphan Asylum	Salem, Mass	......	5	480	28	62

* From Report of Commissioner of Education for 1875.

a Buildings undergoing repairs.

b The asylum is sustained by a yearly allowance of $3,000 from the trustees of the Johns Hopkins Hospital.

PART 1.—*Statistics of orphan asylums, &c., for 1876*—Continued.

	Name.	Location.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.	Present inmates.	
			Male.	Female.		Male.	Female.
	1	2	3	4	5	6	7
52	Seamen's Orphan and Children's Friend Society	Salem, Mass		3	420	8	18
53	Church Home for Orphan and Destitute Children	South Boston, Mass	1	0		50	50
54	Springfield Children's Home	Springfield, Mass. (Buckingham st.)		4	509	21	20
55	Orphans' Home	Worcester, Mass		5		31	12
56	Ladies' Protestant Orphan Asylum	Detroit, Mich		5	1,100	14	12
57	St. Anthony's Male Orphan Asylum	Detroit, Mich		8	343	80	
58	St. Vincent's Orphan Asylum	Detroit, Mich. (McDougall ave.)		8	1,052		95
59	D'Evereux Hall	Natchez, Miss	6		224	52	
60	Evangelical Lutheran Orphan Home	Des Pères, Mo	3	3	200	48	24
61	Episcopal Orphans' Home	St. Louis, Mo. (cor. Grand and Lafayette aves.)	0	4	695	29	41
62	German St. Vincent Orphan Asylum	St. Louis, Mo. (20th st., bet. O'Fallon st. and Cass ave.)	1	12	1,500	105	95
63	Home of the Good Shepherd	St. Louis, Mo		30	4,757		311
64	St. Bridget's Female Half Orphan Asylum	St. Louis, Mo. (2649 Christy ave.)	1	12	800		130
65	St. Mary's Orphan Asylum	St. Louis, Mo		11	1,150		153
66	Southern Methodist Orphan Home	St. Louis, Mo		4	400	18	22
67	St. Louis Protestant Orphan Asylum	Webster Groves, Mo	1	9	2,500	(89)	
68	State Orphans' Home	Carson City, Nev			133	33	16
69	New Hampshire Orphans' Home	Franklin, N. H		5	147	21	13
70	Children's Friend Society	Jersey City, N. J	0	3	224	34	39
71	Newark Orphan Asylum	Newark, N. J. (323 High st.)	2	8	547	47	39
72	St. Peter's Asylum	Newark, N. J		13		50	30

73	Orange Orphan Home	Orange, N. J	......	3	....	21	11
74	Paterson Orphan Asylum Association for Orphans, Half Orphans, and Homeless Children.	Paterson, N. J	1	2	158	35	20
75	St. Mary's Orphan Asylum	South Orange, N. J	......	......	....	(246)	
76	St. Vincent's Male Orphan Asylum	Albany, N. Y	5	2	....	117	0
77	Cayuga Asylum for Destitute Children	Auburn, N. Y	1	7	1,444	60	25
78	Davenport Female Orphan Institute	Bath, N. Y	1	5	90	0	49
79	Brooklyn Howard Colored Orphan Asylum	Brooklyn, N. Y. (Dean st., near Troy ave.)	2	2	235	37	25
80	Orphan Asylum Society of the City of Brooklyn	Brooklyn, N. Y. (Atlantic ave.)	1	25	2,819	171	126
81	Orphans' Home (Church of the Holy Trinity)	Brooklyn, E. D., N. Y	......	6	600	50	31
82	Orphans' Home on the Church Charity Foundation	Brooklyn, N. Y. (Albany ave. and Herkimer st.)	1	5	330	40	35
83	Roman Catholic Orphan Asylum (female)	Brooklyn, N. Y	......	17	....	0	540
84	Roman Catholic Orphan Asylum (male)	Brooklyn, N. Y	(21)		....	620	0
85	Buffalo Orphan Asylum	Buffalo, N. Y	......	7	2,409	50	23
86	The Church Charity Foundation	Buffalo, N. Y. (Rhode Island st.)	1	8	219	21	22
87	Evangelical Lutheran St. John's Orphan Home	Buffalo, N. Y	3	4	146	41	38
88	Roman Catholic Orphan Asylum (German)*	Buffalo, N. Y	(5)		85	45	40
89	St. Vincent's Female Orphan Asylum	Buffalo, N. Y. (41 Batavia st.)	......	12	1,280	......	120
90	Ontario Orphan Asylum*	Canandaigua, N. Y	(5)		252	37	19
91	St. Mary's Orphan Asylum	Canandaigua, N. Y	......	5	211	......	17
92	St. Mary's Orphan Asylum	Clifton, Staten Island, N. Y	......	3	200	......	17
93	Orphan House of the Holy Saviour	Cooperstown, N. Y	1	3	54	11	24
94	St. Mary's Orphan Asylum and School	Dunkirk, N. Y	......	4	181	1	18
95	Southern Tier Orphans' Home	Elmira, N. Y	1	7	650	41	11
96	Hudson Orphan and Relief Association	Hudson, N. Y	......	1	....	39	27
97	Wartburg Orphans' Farm School of the Evangelical Lutheran Church	Mt. Vernon, N. Y	1	3	93	38	31
98	Asylum of St. Vincent De Paul	New York, N. Y. (215 W. 39th st.)	......	......	....	37	75
99	The Children's Fold	New York, N. Y. (157 E. 60th st.)	1	1	506	(*a*109)	
100	Colored Orphan Asylum	New York, N. Y. (143d st. and 10th ave.)	1	7	2,159	179	106
101	Hebrew Orphan Asylum	New York, N. Y. (77th st. and 3d ave.)	9	3	652	197	96
102	Leake and Watts Orphan House	New York, N. Y. (110th st. and 9th ave.)	5	21	1,196	79	59
103	New York Roman Catholic Orphan Asylum	New York, N. Y. (near 5th ave. and 53d st.)	......	13	....	......	223
104	Orphan Asylum Society of the City of New York	New York, N. Y. (W. 73d st. and Boulevard)	5	22	2,183	132	67
105	Orphans' Home and Asylum	New York, N. Y. (49th st.)	1	11	900	75	81

* From Report of the Commissioner of Education for 1875.

a Whole number during the year.

PART 1.—*Statistics of orphan asylums, &c., for 1876*—Continued.

	Name.	Location.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.	Present inmates.	
			Male.	Female.		Male.	Female.
	1	2	3	4	5	6	7
106	Roman Catholic Orphan Asylum	New York, N. Y. (647 5th ave.)	......	12	....	450	......
107	St. Joseph's Asylum in the City of New York	New York, N. Y. (ave. A and 86th st.)	2	14	1, 639	99	95
108	St. Patrick's Female Orphan Asylum	New York, N. Y	......	18	900	......	520
109	St. Stephen's Home for Children	New York, N. Y. (145 E. 28th st.)	0	7	625	66	70
110	The Society for the Relief of Half Orphan and Destitute Children	New York, N. Y. (67 W. 10th st.)	......	19	3, 535	88	79
111	Poughkeepsie Orphan House and Home for the Friendless	Poughkeepsie, N. Y	......	7	796	49	13
112	Rochester Orphan Asylum	Rochester, N. Y	1	11	2, 095	65	29
113	St. Joseph's German Roman Catholic Orphan Asylum	Rochester, N. Y	......	5	155	23	42
114	St. Mary's Male Orphan Asylum	Rochester, N. Y	......	14	705	95	......
115	St. Patrick's Female Orphan Asylum	Rochester, N. Y	......	7	1, 016	......	79
116	Onondaga County Orphan Asylum	Syracuse, N. Y	1	15	2, 325	85	63
117	St. Vincent De Paul's Orphan Asylum	Syracuse, N. Y	......	12	668	......	133
118	St. Vincent's Female Orphan Asylum	Troy, N. Y	1	10	1, 121	1	140
119	Troy Catholic Male Orphan Asylum	Troy, N. Y	12	1	*a*1, 474	250	0
120	Troy Orphan Asylum	Troy, N. Y. (8th st.)	1	16	1, 135	58	39
121	House of the Good Shepherd	Utica, N. Y	0	4	250	18	27
122	Utica Orphan Asylum	Utica, N. Y	......	8	1, 357	(*b*175)	
123	Thomas Asylum for Orphan and Destitute Indian Children	Versailles, N. Y	1	8	431	51	46
124	Society for the Relief of Destitute Children of Seamen	West New Brighton, N. Y. (Staten Island)	1	15	1, 048	65	48
125	Orphan Asylum	Oxford, N, C	2	11	300	50	60

126	German Methodist Orphan Asylum	Berea, Ohio	1	4	117	32	21
127	Cincinnati Orphan Asylum	Cincinnati, Ohio (Mt. Auburn)	1	9	16, 739	62	44
128	German General Protestant Orphan Asylum	Cincinnati, Ohio				44	50
129	Cleveland Protestant Orphan Asylum*	Cleveland, Ohio	(4)		2, 128	39	40
130	Orphan Asylum, I. O. B. B	Cleveland, Ohio	5	4	451	134	82
131	St. Mary's Orphan Asylum	Cleveland, Ohio (Harmon st.)		25		(182)	
132	Montgomery County Children's Home	Dayton, Ohio	1	14	603	78	25
133	Ebenezer Orphan Institute	Flat Rock, Ohio	4	8	244	65	42
134	Children's Home for Butler County	Hamilton, Ohio			150	14	12
135	Children's Home of Ironton	Ironton, Ohio		2	54	14	6
136	Washington County Children's Home	Marietta, Ohio	2	13	440	57	24
137	Home for Friendless Children	Mt. Vernon, Ohio	(8)		16	11	5
138	Citizen Hospital and Orphan Asylum	Tiffin, Ohio	3	25	176	56	60
139	German Evangelical Lutheran Orphan Asylum	Toledo, Ohio	2	2	322	26	14
140	Protestant Orphans' Home	Toledo, Ohio	1	5	414	25	14
141	St. Vincent's Orphan Asylum	Toledo, Ohio	1	15	1, 071	43	62
142	McIntire Children's Home	Zanesville, Ohio		4	164	24	7
143	St. Joseph's Asylum	Allegheny, Pa	2	4	500	48	50
144	Orphans' Home of the Evangelical Lutheran Church	Germantown, Pa	3	2	397	52	26
145	Home for Friendless Children of the City and County of Lancaster	Lancaster, Pa	1	11	650	75	34
146	Emau's Orphan House	Middletown, Pa	2		200	14	10
147	Bethesda Children's Christian Home	Philadelphia, Pa. (Chestnut Hill)		8	500		40
148	Burd Orphan Asylum of St. Stephen's Church	Philadelphia, Pa	2	8	116		60
149	Church Home for Children	Philadelphia, Pa. (Angora)		6		20	90
150	Girard College for Orphans	Philadelphia, Pa	16	22	1, 840	550	0
151	Home for Destitute Colored Children	Philadelphia, Pa. (Darby Road and 46th st.)	1	4	400	31	14
152	Jewish Foster Home and Orphan Asylum	Philadelphia, Pa		3		21	16
153	Northern Home for Friendless Children	Philadelphia, Pa. (n. e. cor. 23d and Brown sts.)	2	10	3, 800	93	8
154	Philadelphia Orphan Asylum	Philadelphia, Pa. (64th st. and Lansdowne ave.)	1	9	1, 000	48	46
155	Southern Home for Destitute Children	Philadelphia, Pa. (s. e. cor. 12th and Fitzwater sts.)		13	2, 600	103	28
156	"The Shelter" for Colored Orphans	Philadelphia, Pa. (44th and Haverford sts.)		5		(88)	
157	Union Temporary Home for Children	Philadelphia, Pa. (n. e. cor. 16th and Poplar sts.)	1	9		33	33
158	Western Provident Society and Children's Home	Philadelphia, Pa. (41st and Baring sts.)	1	8		49	29
159	St. Paul's Roman Catholic Orphan Asylum	Pittsburgh, Pa	0	20	3, 250	138	132

* From Report of the Commissioner of Education for 1875.

a Since May 1, 1866.

b Whole number during the year.

PART 1.—*Statistics of orphan asylums, &c., for 1876*—Continued.

	Name.	Location.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.	Present inmates.	
			Male.	Female.		Male.	Female.
	1	2	3	4	5	6	7
160	St. Catharine's Female Orphan Asylum	Reading, Pa	(5)		57	......	35
161	Orphans' Home of Evangelical Lutheran Church	Rochester, Pa	......	5	....	0	42
162	Bethany Orphan Home	Womelsdorf, Pa	1	3	400	44	21
163	Children's Home of Borough and County of York	York, Pa	1	4	172	28	24
164	Orphans' Farm School	Zelienople, Pa	2	2	155	48	1
165	Providence Association for the Benefit of Colored Children	Providence, R. I. (20 Olive st.)	......	5	407	14	21
166	Hebrew Orphan Society	Charleston, S. C. (Broad st., cor. Court-House square)	1	......	482	4	2
167	Thornwell Orphanage	Clinton, S. C	1	2	21	7	11
168	State Orphan Asylum	Columbia, S. C	3	12	243	46	28
169	Carolina Orphan Home	Spartanburg, S. C	1	1	23	13	2
170	Leath Orphan Asylum	Memphis, Tenn	2	3	720	20	28
171	St. Peter's Orphan Asylum	Memphis, Tenn	......	8	1, 200	......	......
172	Nashville Protestant Orphan Asylum	Nashville, Tenn	......	1	....	3	12
173	Home for Destitute Children	Burlington, Vt	......	......	340	52	26
174	Providence Orphan Asylum	Burlington, Vt	0	13	797	46	50
175	Jackson Orphan Asylum	Norfolk, Va	......	1	38	4	12
176	Norfolk Female Orphan Asylum	Norfolk, Va	......	3	310	......	30
177	St. Paul's Church Home	Petersburg, Va	......	1	10	......	10
178	Friends' Asylum for Colored Orphans	Richmond, Va	0	3	443	12	10
179	St. Joseph's Orphan Asylum	Richmond, Va	......	13	....	......	67

180	St. Paul's Church Home	Richmond, Va	......	3	100	......	32
181	St. Vincent's Orphan Asylum	Wheeling, W. Va	0	5	....	(115)	
182	Milwaukee Orphan Asylum	Milwaukee, Wis	......	6	911	35	21
183	St. Rose's Orphan Asylum	Milwaukee, Wis	......	10	960	0	185
184	St. Æmilianus' Orphan Asylum	St. Francis Station, Wis	3	13	575	105	......
185	Home for Destitute Colored Women and Children	Washington, D. C	......	4	716	66	39
186	St. John's Home for Children	Washington, D. C	......	......	....	17	16
187	St. Joseph's Male Orphan Asylum	Washington, D. C	......	13	630	106	13
188	Cherokee Orphan Asylum	Cherokee Nation, Ind. Ter	4	6	230	80	80

PART 2.—*Statistics of soldiers' orphans' homes for 1876.*

	Name.	Location.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.	Present inmates.	
			Male.	Female.		Male.	Female.
	1	2	3	4	5	6	7
1	Soldiers' Orphans' Home	Normal, Ill	......	6	1,018	138	133
2	Indiana Soldiers' Orphans' Home	Knightstown, Ind	10	15	587	180	100
3	Soldiers' Orphans' Home and Home for Indigent Children	Davenport, Iowa	7	22	1,260	128	81
4	Ohio Soldiers' and Sailors' Orphans' Home	Xenia, Ohio	23	63	1,189	360	242
5	Bridgewater Colored Soldiers' Orphan School	Bridgewater, Pa	4	6	253	41	31
6	St. Paul's Orphan Home	Butler, Pa	3	4	95	23	22
7	White Hall Soldiers' Orphans' School	Camp Hill, Pa	10	9	672	145	68
8	Chester Springs Soldiers' Orphan School and Literary Institute	Chester Springs, Pa	6	12	565	101	66
9	Dayton Soldiers' Orphan School	Dayton, Pa	4	9	583	117	90
10	Harford Soldiers' Orphan School	Harford, Pa	4	4	550	100	90
11	Fressler Orphan Home	Loysville, Pa	4	5	207	57	31
12	McAllisterville Soldiers' Orphan School	McAllisterville, Pa	4	11	721	94	68
13	Mansfield Soldiers' Orphans' School	Mansfield, Pa	6	12	475	109	83
14	Mercer Soldiers' Orphan School	Mercer, Pa	6	17	567	168	155
15	Mount Joy Soldiers' Orphans' School	Mount Joy, Pa	7	8	764	140	100
16	Lincoln Institution	Philadelphia, Pa. (308 S. 11th st.)	3	3	291	89	......
17	Soldiers' Orphans' Institute	Philadelphia, Pa. (23d and Parrish sts.)	4	10	631	174	116
18	The Educational Home	Philadelphia, Pa. (cor. 49th st. and Greenway avenue)	2	5	250	150	0
19	Dunbar's Camp Soldiers' Orphan School	Uniontown, Pa	11	5	531	105	76
20	Phillipsburgh Soldiers' Orphan School	Water Cure, Pa	8	14	607	95	80

PART 3.—*Statistics of infant asylums for* 1876.

	Name.	Location.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.	Present inmates.	
			Male.	Female.		Male.	Female.
	1	2	3	4	5	6	7
1	Little Sisters' Infant Shelter	San Francisco, Cal	......	......	......	......	......
2	Day Nursery, Union for Home Work	Hartford, Conn	......	2	......	......	......
3	Foundlings' Home	Chicago, Ill. (72 S. Wood st.)	1	34	1, 800	36	22
4	Massachusetts Infant Asylum	Boston, Mass. (Boylston Station)	1	15	461	24	24
5	Foundlings' Home	Detroit, Mich. (13th st.)	......	5	1, 000	......	30
6	House of Providence	Detroit, Mich. (187 Elizabeth st.)	1	13	865	......	......
7	Buffalo Widows' and Infants' Asylum	Buffalo, N. Y. (126 Edward st.)	2	8	3, 433	......	......
8	Babies' Shelter and Day Nursery	New York, N. Y. (143 W. 20th st.)	......	10	212	8	7
9	Foundling Asylum of the Sisters of Charity	New York, N. Y. (E. 68th st. and 3d ave.)	......	19	7, 612	880	850
10	New York Infant Asylum*	New York, N. Y. (24 Clinton Place)	(3)		......	85	86
11	Nursery and Child's Hospital of the City of New York *a*	New York, N. Y. (Lexington ave. and 51st st.)	4	12	......	274	240
12	Day Home	Troy, N. Y	0	4	......	94	72
13	Providence Nursery	Providence, R. I. (204 Williams st.)	......	6	230	21	19
14	St. Joseph's Orphan Asylum for Small Female Children*	Milwaukee, Wis	(4)		......	0	63
15	St. Ann's Infant Asylum	Washington, D. C	......	......	......	30	40

* From Report of the Commissioner of Education for 1875.

a Includes country branch at Staten Island.

PART 4.—*Statistics of industrial schools for 1876.*

	Name.	Location.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.	Present inmates.	
			Male.	Female.		Male.	Female.
	1	2	3	4	5	6	7
1	City and County Industrial School	San Francisco, Cal	18	3	2, 228	143	70
2	Connecticut Training School for Nurses	New Haven, Conn	......	......	73	0	12
3	Industrial Home for the Friendless and Relief Society for the Poor	Savannah, Ga. (cor. Charlton and Drayton sts.)	1	2	50	......	10
4	Railroad Mission Industrial School	Chicago, Ill	(25)		....	......	200
5	Busy Bee	Richmond, Ind	(25)		....	......	......
6	Industrial School of Holy Cross	New Orleans, La. (Refinery and Levce sts., near Convent)	15	3	150	50	0
7	St. Joseph's House of Industry	Baltimore, Md. (cor. Carey and Lexington sts.)	......	11	300	......	38
8	St. Mary's Industrial School for Boys of the City of Baltimore	Carroll P. O., Md	7	0	670	261	0
9	Boston Training School for Nurses	Boston, Mass. (Blossom st.)	......	1	56	......	40
10	Industrial School for Girls	Boston, Mass. (Centre st., Dorchester district)	......	2	200	......	25
11	Detroit Industrial School	Detroit, Mich	......	......	....	62	58
12	Girls' Industrial Home	St. Louis, Mo. (19th and Morgan sts.)	......	10	2, 500	......	82
13	St. Paul's Female Orphan Asylum or Industrial School	Brooklyn, N. Y	......	13	1, 479	......	237
14	St. Mary's Academy and Industrial School	Buffalo, N. Y. (72 Franklin st.)	......	24	2, 172	......	65
15	Children's Aid Society Industrial Schools	New York, N. Y. (19 E. 4th st.)	3	80	44, 378	(*a*10, 345)	
16	Five Points House of Industry	New York, N. Y. (155 Worth st.)	11	18	23, 363	145	112
17	Industrial Home	New York, N. Y. (110 Lexington avenue)	......	......	1, 662	......	......
18	Industrial School of St. Augustine's Chapel, Trinity Parish	New York, N. Y. (Bowery and Houston st.)	......	21	905	1	317
19	Industrial School of the Hebrew Orphan Asylum	New York, N. Y	4	1	70	32	......
20	Institution of Mercy	New York, N. Y. (33 E. Houston st.)	1	8	12, 316	1	125
21	Rivington Street Boys' Lodging House and School *b*	New York, N. Y. (327 Rivington st.)	5	9	9, 464	125	......

22	St. Joseph's Industrial Home for Destitute Children	New York, N. Y. (E. 81st street and Madison avenue)	1	32	974	150	250
23	Training School for Nurses, Bellevue Hospital	New York, N. Y. (314 E. 26th st.)	......	2	131	......	......
24	Wilson Industrial School for Girls	New York, N. Y. (125 St. Mark's Place)	......	8	....	......	234
25	Industrial Home of the City of Utica	Utica, N. Y. (21 Court st.)	......	......	....	......	......
26	Protestant Industrial School of Young Ladies' Branch of the Women's Christian Association.	Cincinnati, Ohio (88 E. 3d st.)	1	6	271	......	49
27	Free Sewing School	Marietta, Ohio	......	......	....	......	......
28	Free Sewing School for Poor Children	Marietta, Ohio	......	......	....	......	65
29	Toledo Industrial School	Toledo, Ohio (194 Adams st.)	......	2	....	16	64
30	Industrial Home for Girls	Philadelphia, Pa. (762 S. 10th st.)	......	3	349	......	26
31	West Philadelphia Industrial School of Immaculate Conception	Philadelphia, Pa. (39th and Pine sts.)	......	17	1,000	......	80
32	Girls' Industrial Home	Knoxville, Tenn	0	2	41	0	13
33	Industrial School	———, Vt.	(19)		450	0	70
34	Milwaukee Industrial School	Milwaukee, Wis	(3)		95	7	17
35	Industrial Home School of the District of Columbia	Georgetown Heights, D. C	2	1	488	27	3
36	St. Rose's Industrial School*	Washington, D. C	(5)		40	1	34

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*From Report of the Commissioner of Education for 1875.

a In industrial and evening schools during the year.

b A branch of the Children's Aid Society.

PART 5.—*Statistics of miscellaneous charities for* 1876.

	Name.	Location.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.	Present inmates.	
			Male.	Female.		Male.	Female.
	1	2	3	4	5	6	7
1	Woman's Union Mission to Chinese Women and Children	San Francisco, Cal. (cor. Jackson and Dupont sts.)	......	1	....	(53)	
2	Church Home	Hartford, Conn	......	......	6	1	5
3	Union for Home Work	Hartford, Conn. (239 Market st.)	......	......	....	......	......
4	Young Woman's Boarding Home	Hartford, Conn. (58 Church st.)	......	......	....	......	41
5	Home for the Friendless	New Haven, Conn. (cor. Clinton ave. and Pine st.)	......	......	....	(33)	
6	Atlanta Benevolent Home	Atlanta, Ga	......	1	214	......	......
7	Appleton Church Home*	Macon, Ga	(3)		32	0	22
8	The "Abraham Home"	Savannah, Ga	......	......	....	......	35
9	Chicago Home for Friendless	Chicago, Ill. (911 Wabash ave.)	1	9	....	(1,105)	
10	House of the Good Shepherd	Chicago, Ill	0	32	1, 540	0	219
11	Newsboys' and Bootblacks' Home	Chicago, Ill. (146 Quincy st.)	5	4	660	50	......
12	Home of the Friendless	Evansville, Ind	......	2	373	......	14
13	Indianapolis Home for Friendless Women	Indianapolis, Ind	......	2	3, 000	0	15
14	Old Ladies' Home	New Albany, Ind	......	......	32	......	21
15	Home of the Friendless	Richmond, Ind	......	......	1, 042	......	......
16	Home for the Friendless	Leavenworth, Kans	......	3	1, 020	8	18
17	Old Ladies' Home*	Louisville, Ky	......	1	28	0	14
18	Mater Dolorosa School	Carrollton, La. (Cambronne and Third sts.)	......	......	596	45	51
19	Convent of the Good Shepherd	New Orleans, La	0	7	1, 640	......	270
20	French Benevolent and Mutual Aid Association	New Orleans, La. (St. Ann, bet. Derbigny and Roman sts.)	......	......	....	......	......
21	Newsboys' Lodging House*	New Orleans, La. (165 S. Franklin st., near Lafayette)	(3)		(*a*)	......	......

22	Bangor Children's Home	Bangor, Me	......	5	487	10	33
23	Home for Aged Women	Bangor, Me	......	......	9	0	9
24	Home for Aged Women	Portland, Me	......	......	48	......	21
25	Preble Chapel Sewing School	Portland, Me	......	7	....	......	35
26	Woman's Christian Association	Portland, Me	......	......	166	......	......
27	Boys' Home	Baltimore, Md. (82 Calvert st.)	2	1	836	56	......
28	Home for Fallen Women	Baltimore, Md. (No. 1 N. Exeter st.)	......	1	350	......	9
29	Home for the Aged of the Methodist Episcopal Church	Baltimore, Md	......	5	61	4	32
30	Home of the Friendless	Baltimore, Md. (cor. Townsend st. and Druid Hill ave.)	......	15	1, 478	84	37
31	Home for Friendless Children of Eastern Shore of Maryland	Easton, Md	......	2	24	......	20
32	Baldwin Place Home for Little Wanderers	Boston, Mass	6	13	4, 200	59	37
33	Boffin's Bower	Boston, Mass. (1031 Washington st.)	......	4	....	......	......
34	Boston Asylum and Farm School	Boston, Mass	5	6	1, 500	101	0
35	Boston Children's Friend Society	Boston, Mass	......	5	....	19	49
36	Fragment Society	Boston, Mass	......	......	....	......	......
37	Penitent Females' Refuge and Bethesda Societies	Boston, Mass	......	3	1, 000	......	23
38	Women's Union	Fall River, Mass	......	4	572	0	......
39	Haverhill Children's Aid Society	Haverhill, Mass	......	......	75	8	3
40	Old Ladies' Home	Haverhill, Mass	......	2	7	......	7
41	Old Ladies' Home	Lowell, Mass	......	......	33	......	23
42	Association for the Relief of Aged Women	New Bedford, Mass	......	......	120	0	54
43	Ladies' City Mission Society	New Bedford, Mass	......	......	....	......	......
44	Female Charitable Society	Newburyport, Mass	......	......	150	......	......
45	Home for Friendless Women and Children	Springfield, Mass. (Union st.)	......	......	300	......	......
46	Old Ladies' Home	Taunton, Mass	......	......	16	......	10
47	State Public School for Dependent Children	Coldwater, Mich	6	25	427	201	54
48	Mission Free School	St. Louis, Mo	......	1	....	11	7
49	St. Joseph's Convent of Mercy	St. Louis, Mo	......	30	12, 000	20	100
50	Concord Female Benevolent Association	Concord, N. H	......	......	....	......	......
51	Invalids' Home	Keene, N. H	......	2	8	0	3
52	Ladies' Charitable Society	Keene, N. H	......	......	....	......	......
53	Social Union	Keene, N. H	......	......	....	......	......
54	Home for the Friendless	Newark, N. J	......	......	....	36	12
55	House of Shelter	Albany, N. Y	0	2	250	0	24

* From Report of the Commissioner of Education for 1875.

a An average of 6,500 lodgings per annum.

PART 5.—*Statistics of miscellaneous charities for* 1876—Continued.

	Name.	Location.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.	Present inmates.	
			Male.	Female.		Male.	Female.
	1	2	3	4	5	6	7
56	House of the Good Shepherd	Brooklyn, N. Y. (Hopkinson ave. and Pacific st.)	......	30	2, 500	......	250
57	Catholic Home	Buffalo, N. Y. (64 Franklin st.)	......	4	227	......	14
58	Ingleside Home	Buffalo, N. Y.	1	4	346	......	29
59	Home for the Friendless	Newburgh, N. Y.	......	6	529	30	19
60	St. Luke's Home and Hospital of Newburgh and New Hudson	Newburgh, N. Y.	......	1	19	1	2
61	Association for the Relief of Respectable Aged Indigent Females	New York, N. Y. (226 E. 20th st.)	......	......	......	......	66
62	Baptist Home for Aged and Infirm Persons	New York, N. Y. (68th st., bet. Lexington and 4th aves.)	......	......	120	......	......
63	Colored Home	New York, N. Y. (65th st., near 1st ave.)	......	......	......	......	......
64	Female Christian Home	New York, N. Y. (314 E. 15th st.)	......	......	416	0	32
65	Home for Aged and Infirm Hebrews	New York, N. Y. (cor. ave. A and 87th st.)	2	6	90	30	60
66	Home for Old Men and Aged Couples	New York, N. Y. (487 Hudson st.)	......	4	30	12	7
67	Home for the Aged	New York, N. Y. (179 E. 70th st.)	......	14	480	......	......
68	Home for the Aged of the Church of the Holy Communion	New York, N. Y. (330 6th ave.)	......	......	......	......	14
69	Home for the Friendless (American Female Guardian Society)	New York, N. Y. (32 E. 30th st.)	1	62	22, 243	54	90
70	Hospital of New York Society for the Relief of the Ruptured and Crippled.	New York, N. Y. (135 E. 42d st.)	14	38	1, 997	80	90
71	Howard Mission and Home for Little Wanderers	New York, N. Y. (40 New Bowery)	2	2	a30, 000	6	0
72	Ladies' Home Missionary Society (Five Points Mission)	New York, N. Y. (61 Park st.)	3	9	......	32	53
73	New York House and School of Industry	New York, N. Y. (120 W. 16th st.)	......	14	......	......	......
74	New York Juvenile Asylum	New York, N. Y. (176th st. and 10th ave.)	22	35	19, 156	656	122
75	New York Magdalen Benevolent Society	New York, N. Y. (88th st., near 5th ave.)	(5)		......	......	65

76	New York Society for the Prevention of Cruelty to Children	New York, N. Y. (860 Broadway)	......	......	......	......	......
77	Presbyterian Home for Aged Women	New York, N. Y. (73d st. and Madison ave.)	1	5	120	......	48
78	St. Barnabas' House	New York, N. Y. (304 Mulberry st.)	......	......	......	42	56
79	St. John's Guild*	New York, N. Y. (52 Varick st.)	(10)		(*b*)	......	......
80	St. Mary's Free Hospital for Children	New York, N. Y. (407 W. 34th st.)	......	......	......	(26)	
81	St. Vincent's Home for Homeless Boys of all Occupations	New York, N. Y. (53 and 55 Warren st.)	6	2	10, 150	200	0
82	Shelter for Respectable Girls and Home for Convalescents	New York, N. Y. (328 6th ave.)	......	2	2, 050	......	18
83	The Sheltering Arms	New York, N. Y. (129th st. and 10th ave.)	0	16	808	63	71
84	Trinity Chapel Home	New York, N. Y. (207 West 27th st.)	......	......	......	......	12
85	Woman's Aid Society and Home for Training Young Girls	New York, N. Y. (41 7th ave.)	0	2	......	0	9
86	Woman's Benevolent Society of Calvary Church	New York, N. Y. (East 23d st., near 3d ave.)	(5)		......	......	175
87	Old Ladies' Home	Poughkeepsie, N. Y.	......	3	19	......	15
88	Church Home of the Protestant Episcopal Church	Rochester, N. Y. (Mt. Hope ave.)	......	5	......	(34)	
89	Home for the Friendless	Rochester, N. Y	0	6	......	0	47
90	Home for Christian Care	Sing Sing, N. Y. (P. O. box 545)	1	3	28	10	4
91	House of the Good Shepherd	Syracuse, N. Y	2	4	284	10	19
92	St. Joseph's Asylum and House of Providence	Syracuse, N. Y	......	8	219	90	......
93	St. James' Home	Wilmington, N. C	......	2	......	......	......
94	Home for the Friendless and Fem..le Guardian Society	Cincinnati, Ohio (295 West Court st.)	......	......	......	......	......
95	The Children's Home	Cincinnati, Ohio (180 West 3d st.)	3	3	2, 192	25	20
96	Bethel Home	Cleveland, Ohio (corner Superior and Union sts.)	......	......	......	......	......
97	Children's Aid Society and Industrial Home	Cleveland, Ohio (Detroit st.)	2	5	......	33	5
98	Working Woman's Home	Cleveland, Ohio (16 Walnut st.)	......	......	450	......	48
99	City Infirmary of Cincinnati	Hartwell, Ohio	(24)		......	398	204
100	Home for Friendless Women	Toledo, Ohio	......	......	356	......	......
101	Magdalene Asylum (Sisters of the Good Shepherd)	Allegheny, Pa	......	10	134	0	52
102	Pittsburgh and Allegheny Home for the Friendless	Allegheny, Pa	......	12	......	38	42
103	Widows' Home of Allegheny City	Allegheny, Pa	......	......	......	......	*c*40
104	Home for the Friendless	Erie, Pa. (corner 22d and Sassafras sts.)	1	6	500	28	23
105	Home for the Friendless	Harrisburg, Pa	......	2	70	0	30
106	Home for Aged and Infirm Colored Persons	Philadelphia, Pa	......	......	134	11	61
107	Home for Aged and Infirm of the Methodist Episcopal Church	Philadelphia, Pa	2	3	147	7	87
108	Home for the Homeless	Philadelphia, Pa. (708 Lombard st.)	......	3	......	......	12

* From Report of the Commissioner of Education for 1875.

a Number benefited by the institution.

b Families assisted, 20,000.

c Families of widows.

PART 5.—*Statistics of miscellaneous charities for* 1876—Continued.

	Name.	Location.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.	Present inmates.	
			Male.	Female.		Male.	Female.
	1	2	3	4	5	6	7
109	House of the Good Shepherd	Philadelphia, Pa. (22d and Walnut sts.)	......	16	1,725	......	190
110	Old Ladies' Home of Philadelphia	Philadelphia, Pa. (Frankford ave. and Clearfield st.)	1	2	36	0	31
111	Pennsylvania Industrial Home for Blind Women	Philadelphia, Pa. (3921 Locust st.)	......	2	54	......	30
112	Philadelphia Lying-in Charity and Nurse School	Philadelphia, Pa	......	......	......	......	......
113	Presbyterian Home for Widows and Single Women in the State of Pennsylvania.	Philadelphia, Pa	......	......	61	......	......
114	Temporary Home for Destitute Women	Pittsburgh, Pa. (45 Chatham st.)	......	1	1,894	......	......
115	Woman's Christian Association of Pittsburgh and Allegheny	Pittsburgh, Pa	......	......	......	0	......
116	Home for the Friendless	Scranton, Pa	0	3	197	14	12
117	Home for Aged Women	Providence, R. I	......	......	101	......	39
118	Shelter Home*	Providence, R. I	(4)		451	20	26
119	Holy Communion Church Institute	Charleston, S. C	3	5	1,400	193	0
120	St. Philip's Church Home	Charleston, S. C. (cor. Queen and Church sts.)	......	......	40	1	30
121	Memphis Bethel	Memphis, Tenn	(25)		1,600	50	100
122	The Turner Home	Norfolk, Va. (120 Fenchurch st.)	......	......	7	0	7
123	The Cadle Home	Green Bay, Wis	2	4	225	12	18
124	The Little Sisters of the Poor Home for the Aged	Milwaukee, Wis	......	......	51	......	......
125	Children's Hospital	Washington, D. C	......	......	......	13	9
126	Epiphany Church Home	Washington, D. C. (1319 H st.)	......	......	......	......	14

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* From Report of Commissioner of Education for 1875.

Statistics of reform schools for 1876; *from replies to inquiries by the United States Bureau of Education.*

	Name.	Location.	Number of teachers, officers, and assistants.		Present inmates.		Average annual cost of each inmate.
			Male.	Female.	Male.	Female.	
	1	2	3	4	5	6	7
1	Connecticut Industrial School for Girls	Middletown, Conn.	4	12	......	109	$157 58
2	Chicago Industrial and Reform School	Chicago, Ill.	6	4	160	0	62 50
3	Illinois State Reform School	Pontiac, Ill.	11	6	174	......	163 35
4	Indiana Reformatory Institution for Women and Girls	Indianapolis, Ind.	2	5	......	150	2 25
5	Indiana House of Refuge	Plainfield, Ind.	18	8	325	......	150 00
6	Iowa Reform School	Eldora, Iowa	7	5	131	40	120 00
7	Girls' department of the Iowa Reform School	Salem, Iowa	2	4	0	43	13 00
8	House of Refuge	Louisville, Ky.	12	8	155	48	....
9	Maine State Reform School	Cape Elizabeth, Me	6	9	143	......	112 00
10	House of Refuge	Baltimore, Md. (box 875)	18	5	261	0	120 00
11	House of Reformation and Instruction for Colored Children	Cheltenham, Md.	9	4	186	......	97 00
12	Maryland Industrial School for Girls	Orange Grove Station, B. & O. R. R., Md.	......	2	......	37	....
13	City Almshouse School	Boston, Mass.	4	3	151	58	*a*125 84
14	House of Reformation	Boston, Mass.	9	2	276	29	*a*125 84
15	State Industrial School for Girls	Lancaster, Mass	3	17	......	135	214 71
16	Lawrence Industrial School	Lawrence, Mass	2	3	24	......	*b*104 00
17	House of Employment and Reformation for Juvenile Offenders	Lowell, Mass.	1	0	95	3	86 74
18	State Primary School	Palmer, Mass.	30	12	322	109	90 48
19	Plummer Farm School of Reform for Boys	Salem, Mass	2	3	29	0	200 00
20	State Reform School	Westboro', Mass.	23	20	349	......	152 35
21	Worcester Truant Reform School	Worcester, Mass.	......	1	5	0	204 65

a Included with cost of House of Industry and Almshouse.

b Deducting salaries.

Statistics of reform schools for 1876—Continued.

	Name.	Location.	Number of teachers, officers, and assistants.		Present inmates.		Average annual cost of each inmate.
			Male.	Female.	Male.	Female.	
	1	2	3	4	5	6	7
22	Detroit House of Correction	Detroit, Mich	26	10	554	141	
23	Michigan Reform School	Lansing, Mich	10	6	258		
24	Minnesota State Reform School*	St. Paul, Minn	2	4	104	6	
25	Catholic Protectorate	Glencoe, Mo	6	0	35	0	$140 00
26	House of Refuge*	St. Louis, Mo	15	6	186	53	115 00
27	State Reform School	Manchester, N. H	6	7	96	15	197 46
28	State Industrial School for Girls	Ewing Township, N. J		4		30	
29	New Jersey State Reform School	Jamesburgh, N. J	15	10	214	0	124 65
30	Catholic Protectory for Boys	Buffalo, N. Y. (Limestone Hill)	5	11	138		
31	Truant Home of the City of Brooklyn	Jamaica, N. Y	1	1	38	0	
32	Evening School in Midnight Mission	New York, N. Y. (260 Greene st.)		1		12	
33	Home for Fallen and Friendless Girls	New York, N. Y. (86 W. Fourth st.)		2		24	285 00
34	Home School	New York, N. Y. (110 Second ave.)		1		67	
35	House of the Holy Family Association for Befriending Children and Young Girls.	New York, N. Y. (136 Second ave.)		4		90	48 50
36	New York House of Refuge	New York, N. Y. (Station L, Harlem)	4	12	846	139	140 55
37	Western House of Refuge	Rochester, N. Y	23	11	440		
38	New York Catholic Protectory	West Chester, N. Y	47	11	1,545	776	*a*137 20
39	Cincinnati House of Refuge	Cincinnati, Ohio	10	7	214	40	160 00
40	Girls' Industrial Home	Delaware, Ohio	6	23	0	203	130 56
41	State Reform Farm School	Lancaster, Ohio	25	15	537		112 24
42	Toledo House of Refuge and Correction	Toledo, Ohio	4	1	82		182 02

43	Pennsylvania Reform School	Morganza, Pa	20	10	168	60	143 54
44	House of Refuge (colored department)	Philadelphia, Pa	5	7	88	29	144 07
45	House of Refuge (white department)	Philadelphia, Pa	8	15	290	79	....
46	Sheltering Arms*	Wilkinsburgh, Pa	......	1	5	8	....
47	Providence Reform School	Providence, R. I	11	8	182	36	152 25
48	Vermont Reform School	Vergennes, Vt	6	8	125	13	....
49	Wisconsin Industrial School for Boys	Waukesha, Wis	18	17	415	......	141 39
50	Girls' Reform School *b*	Washington, D. C	......	......	0	0	....
51	Reform School of the District of Columbia	Washington, D. C	6	6	159	......	....

* From Report of the Commissioner of Education for 1875.

a In the boys' department; in the girls' department the cost was $114.62.

b Not yet reopened; waiting for a congressional appropriation for buildings.

List of additional orphan asylums, industrial schools, reform schools, &c., reporting in 1877.

NOTE.—Those marked with the letter "*a*" are reported for the first time; all others were reported in 1876 in the list of those from which no information was received.

Name.	Location.	Number of officers, teachers, and assistants.		Total number of inmates since foundation.	Present inmates.	
		Male.	Female.		Male.	Female.
1	2	3	4	5	6	7
ORPHAN ASYLUMS.						
Ladies' Protection and Relief Society	San Francisco, Cal	1	14	....	100	86
Pacific Hebrew Orphan Asylum and Home Society.	San Francisco, Cal	5	1	79	29	26
Episcopal Orphans' Home	Savannah, Ga	......	2	....	0	32
German Protestant Orphan Asylum	Indianapolis, Ind	1	1	44	20	10
Masonic Widows' and Orphans' Home	Louisville, Ky	1	5	224	43	59
Presbyterian Orphans' Home Society	Louisville, Ky	......	2	....	7	20
St. Joseph's Orphan Asylum	Louisville, Ky	......	5	....	43	53
St. Vincent's Female Orphan Asylum	Louisville, Ky	1	12	....	4	169
Asylum for Destitute Orphan Boys *a*	New Orleans, La	2	6	....	66	......
St. Paul's Orphan Asylum	Baltimore, Md	......	5	....	......	40
German Orphan Asylum	St. Paul, Minn	......	3	14	2	9
The New Orphan Asylum for Colored Children	Cincinnati, Ohio	1	1	*b*900	13	10
Protestant Orphan Asylum	Allegheny, Pa	......	10	*b*2, 800	100	70
Benevolent Association's Home for Children *a*.	Pottsville, Pa	......	2	75	13	6
Palmetto Orphan Home	Columbia, S. C	1	2	56	14	42
Church Orphans' Home	Memphis, Tenn	......	4	....	12	30
INDUSTRIAL SCHOOLS.						
St. Vincent De Paul's Industrial School	New York, N. Y	......	16	....	......	100
School for Nurses, Charity Hospital, B. I	New York, N. Y	......	......	95	......	40
The Ladies' Deborah Nursery and Childs' Protectory.	New York, N. Y	......	......	....	......	......
Rochester Industrial Schools	Rochester, N. Y	0	8	1, 800	55	49
MISCELLANEOUS CHARITIES.						
Youths' Directory *a*	San Francisco, Cal	6	4	11, 862	21	4
Home for the Friendless	New Haven, Conn	......	2	783	......	27
House of Providence	Detroit, Mich	1	12	....	......	......
The House of the Good Shepherd	Stony Point, N. Y	1	4	275	49	31
Aimwell School Association	Philadelphia, Pa	......	3	....	......	60
REFORM SCHOOL.						
Truant School *a*	Boston, Mass	4	1	....	*c*129	0

a New to the Bureau. *b* Estimated. *c* Each inmate is maintained at an annual cost of $112.92.

Memoranda for 1877.

Name.	Location.	Remarks.
Home of the Friendless	Fairhaven, Conn	See Home for the Friendless, New Haven; identical.
Shelter for Colored Orphans	Baltimore, Md	Has become Johns Hopkins Colored Orphan Asylum.
Social Union	Keene, N. H.	Merged in Reform Club.
Industrial Home (110 Lexington ave.)	New York, N. Y	Removed.
Industrial Home for Women (223 E. 31st st.).	New York, N. Y	Removed.
Woman's Aid Society and Home for Training Young Girls.	New York, N. Y	Name changed to Free Home for Destitute Young Girls.
The National Homestead	Gettysburg, Pa	Closed.
Western Provident Society and Children's Home.	Philadelphia, Pa	Name changed to Western Home for Poor Children.

CRIME AND EDUCATION.

The increase of criminals is emphasizing the importance of penology in connection with education. The inquiry is coming up from many quarters, Are there no measures at the command of the public by which the increase of criminals may be checked? The friends of prison reform are active in devising measures to restore to useful places in society as many as possible of those who have suffered some legal penalty; it is believed that officers in charge of prisons were never more earnest or active in this regard. The collection of information in regard to prison administration and the treatment of discharged convicts has awakened a more intelligent interest in the public mind. The same is true with regard to data concerning schools for the reformation of juvenile offenders. Officers of these institutions cannot keep their records of admission, administration, and discharge too accurately, and will greatly promote the public interest in their responsibilities by a cordial response to all well meant researches looking to the solution of questions of penology. Too often the best efforts of these officers are received with indifference on the part of the public. Their plans, methods, and results should be carefully studied, especially by educators and statesmen. It is gratifying to know that a careful and extended study of the statistics of these reformatories gives evidence that from 70 to 75 per cent. of the youth committed to them become worthy citizens. As a rule, such institutions in our country have been established to receive the youth committed to them on the decree of the magistrate. Their inmates, therefore, may be said to have passed the penal line; but in not a few instances admission has been secured at the request of parents or friends. There is on the part of many students of this subject a feeling that the taint of crime is fixed upon some of the inmates unnecessarily. They call attention also to the great increase in the number of youth, particularly in our cities, who are without parental care or reject parental control, or who as truants or absentees are not reached by the general educational provisions. They are, therefore, very properly inquiring whether there cannot be special schools established in which these youth may receive proper care, restraint, and training, and, without having the taint of crime affixed, be turned aside from the paths which so certainly lead to crime.

As illustrating the character of communications on this subject received at the Office, I invite attention to the following extracts from a letter written by Elisha Harris, M. D., who has been so long and so widely known as a physician and sanitarian and through his labors in behalf of the dependent and criminal classes of society. Expressing his conviction that an industrial training school should be a true Kindergarten in open fields and spacious workrooms, and that not the orphan and the semi-imbecile, but unruly and troublesome truants, the mischievous and obviously vicious boys who become now our habitual contrivers and wanton perpetrators of offences and crimes, should be eliminated from the masses of children, and, by ready assent and various modes of legal commitment by parents and lawful guardians, be brought into these industrial homes and training schools, Dr. Harris continues:

> Let me bring this subject to your attention now and promise, when more at leisure, to elaborate it and submit certain propositions.
>
> The biological history of the habitual criminals in our country would startle some sound moralists by revealing the fact that the very attributes of these offenders which enable them to achieve distinction in the career of vice and crime are the normal powers of true manhood perverted.
>
> The registered industrial schools of England are proving that the worst sources of crime can be nearly extinguished by means of the physical and moral training of those schools.
>
> In the United States we are proving that the common school system is deficient in regard to the special training of wayward, truant, and vicious children—nominally registered as common school pupils, but usually neglected or disobedient, or both.
>
> In order to find a broad basis for the generalizations and conclusions which must precede any good plans for the needed industrial training schools, do we not require a complete survey of the field? Do we not need to consult the best educators in each State and find the extent and requirements of the field? For example, in the city of New York, with 207,000 between the ages of five and fifteen years, there are probably 2,500 such children as the industrial training school should have under culture. But if only 1,000 such children could be brought into such a school (after the four great refuge and protectory institutions and the Children's Aid Society have taken their greater numbers), their brain and muscle and great value to society, and their redemption from evil and crime, would be true economy.
>
> These 2,500 (or the 1,000) must be trained industrially and physiologically, or they will become the very leaders of the criminal classes and the progenitors of a class worse than themselves.
>
> The orphan houses, charitable foundations, juvenile asylums, and refuges in our country all fail to adapt biological science and physical education to the training of the body for the development of saving resources in the individual children who are falling, or greatly in danger of falling, into vicious or disorderly courses of life.
>
> The Agricultural Colony at Mettray and some of the farm schools have proved the economy and entire success of industrial training to save boys who were on the verge of ruin for want of a kind of education which no ordinary schools can supply.
>
> What are now termed industrial schools do not meet the special wants I am at present considering. But we must ascertain what our facts will show, when our prisons and reformatories for convicts are searched; also see what the truants and disorderly children of our several States are.
>
> I am not certain that we can devise a supplementary kind of public school to treat and train on farms, in gardens, and in workshops and school chambers the *residuary* groups of youth that we now term truant, disorderly, wayward, and perverse, but not arraigned as offenders. In the State of New York, however, we could, I believe, secure the maintenance of a farm and shop industrial school for every city and for every county of 50,000 inhabitants. We should do this to prevent crime and public burdens; like Sweden, New York cannot afford to let its children grow up to be public burdens or criminals.
>
> In making the investigation now suggested, the real illiteracy of about 50 per cent. of all convicts would appear, and the real want of industrial and sound bodily training would also appear in more than half of all our prisoners and the reformatory inmates.
>
> The public school records will show how vast is the number of truants and untutored among the registered school children. The collated evidence of the relations of illiteracy and untrained bodies to criminal and vicious life in any one State and in several of the States would produce convincing results. Would it not induce needed efforts in each State to organize a limited system of industrial training schools, to which children would be voluntarily committed or brought by parents, guardians, school officers, and peace officers, to be saved by culture in self-sustaining industries and by special education of the mind and moral nature?

Discussing the same subject, but from a different standpoint, I present the following from Hon. John Hitz, the consul general of Switzerland resident at Washington, who has done so much for the dependent classes of our national capital, and whose opinions are formed not only from the facts before him here but from a familiarity with the progress of industrial special education in Switzerland and other European countries:

> Under what category would you place such institutions as the Industrial Home School? Should they constitute a branch of reformatory establishments, or, more properly speaking, "correctional institutions," and thus become adjuncts to the

judiciary department of government; or should the institutions of this kind constitute a part of the educational system of the land? Most decidedly the latter. They are, properly speaking, very important adjuncts of the present public school system. The State of Michigan has been, so far as I know, the first government to recognize this fact, and calls its institution of this kind at Coldwater, very correctly, "The State Public School." These institutions are simply, or should be, State public boarding schools, where the beneficent aid of a good home is secured in training the child to become a useful citizen, should its natural parent or guardian be dead, wholly disqualified, or have abandoned the same.

Let us examine the public school system, see what means it uses to accomplish its object, and with what success.

Take, for instance, this District. Attendance at the public schools is made obligatory by law, and, in consequence, to be equitable in its demand upon parents and guardians, admission is made free. Is it only because there is insufficient accommodation that certain children do not attend? Not at all. Is the absent child to blame? No. The answer is best given by hearing the story of each one of the fifty children now at the Industrial Home School—and I will add of at least five times as many whom we cannot take in for want of means.

The public school system is the great conservator of the moral and intellectual interests of the nation; its officers and teachers are moral and intellectual sanitarians.

The health boards of a city and their officers may be doctors by education, but they do not apply themselves to curing people, but to preventing people from becoming sick and requiring the services of a doctor. And so the trustees of public schools, officers, and teachers do not correct offences of the law, though some of them may be officers of the law: their duty is to prevent ignorance and its train of evils, and so obviate the necessity of resorting to the officers of law.

It is a duty of the board of health and its officers to see to it that the streets and alleys of a city are swept and kept clean, nuisances abated, stagnant pools and marshy places drained: and this is done not to cure, but to prevent disease. Do not the board of education of our city and its officers, the trustees of the public schools and their officers, properly constitute a board of education for the moral and mental welfare of the community as much as does the board of health for the physical well-being of the citizens? Is it not true that the public school system of the present simply offers to keep clear the moral and mental highways leading to good and useful citizenship? Does the public school system really make any aggressive movement to drain the stagnant pools and malarial marshes of society? Is it not clearly its duty to do so?—to see to the proper training of those who, in the future in a Republic, are likely to constitute an important element of the majority. Or shall this rather be left to the spasmodic efforts of charity—and the effects of this neglect to prevent moral and mental malaria be corrected in reformatories and correctional institutions? Certainly it is within the clear and indisputable province of the educational departments of government to inaugurate measures calculated to prevent the cause of so much moral and mental malaria as is shown to exist by the constantly increasing demand made for admission to our reformatory and correctional institutions for juvenile offenders.

Trace the causes of nine-tenths of these offences against the law among juveniles, and they can be summed up in the word "neglect," either parental or municipal. To amend this neglect by establishing reformatories will not excuse the body municipal from the evident failure it is guilty of in neglecting sanitary measures to prevent the development of the germs of moral and mental disease, viz, pauperism and crime.

The proper authority to apply these measures is the Board of Education, as that in its broader sense implies instruction and consequent training. The means to be employed are (1) the enactment of laws for the punishment of wrongs to children; (2) the establishment of homes for dependent children where they can be reared to become good and useful citizens: in the interest of public economy this is to be done at public expense. Neither abject poverty nor neglect can properly be chargeable to a child, yet they both lead directly to pauperism and crime. Neither is a child to be blamed for no home, or, what is worse, a bad one. Of all these the child is innocent; and it is a sacred duty of the State to maintain this innocence and not remain an idle spectator until it is lost, and then as a matter of law apply correctives.

Until our system of public instruction shall have inaugurated effectual measures to drain these pestiferous moral and mental pools and marshes of society—thus killing the germs of moral and mental disease, and so removing the cause which mainly fills our houses of correction, crowds the dockets of our police courts, and furnishes candidates in increasing numbers for juvenile reformatories—it will not in my opinion have accomplished the full scope of its duty.

RECOMMENDATIONS.

The experience of the year gives new emphasis to the following recommendations, which I hereby renew:

First. An increase of the permanent force of the Office. The experience of the Office indicates clearly that the collection of educational information and publication of the same, as required by the law regulating it, cannot be properly done with the present limited clerical force.

Secondly. The enactment of a law requiring that all facts in regard to national aid to education and all facts in regard to education in the Territories and the District of Columbia necessary for the information of Congress, be presented through this Office. For the purpose of enabling the Government to meet its responsibilities with respect to the education of the people in the Territories, I recommend that the office of superintendent of public instruction for each Territory be created, to be filled by appointment by the President; his compensation to be fixed and paid as in the case of other Federal appointees for the Territories.

Thirdly. In view of the large number of children growing up in ignorance on account of the impoverished condition of portions of the country, and in view of the special difficulties in the way of establishing and maintaining therein schools for universal education, and in consideration of the imperative need of immediate action in this regard, I recommend that the whole or a portion of the net proceeds arising from the sale of public lands be set aside as a special fund, the interest of said fund to be divided annually pro rata among the several States and Territories and the District of Columbia, under such provisions in regard to amount, allotment, expenditure, and supervision as Congress in its wisdom may deem fit and proper.

Fourthly. I respectfully recommend that such provision as may be deemed advisable be made for the publication of ten thousand copies of the Report of the Commissioner immediately on its completion, to be put at the control of the Bureau for distribution among its correspondents, in addition to the number ordered for distribution by members of the Senate and House.

Fifthly. I also recommend that provision be made for the organization of an educational museum in connection with this Office and for the exchange of educational appliances with other countries.

CONCLUSION.

The year, like the last, has been one of severe strain upon my assistants and myself. For all their coöperation they have my heartiest thanks. The tax upon us, as I have indicated, has been specially increased, first, by the historical inquiries incident to the year among our own educators; secondly, by inquiries from foreigners stimulated by the exhibition at Philadelphia; thirdly, by the exacting demands for the results of experiments in various sections of the country made by those called upon to encounter here and there the reactionary educational tendencies. Much of this additional strain in the Office could have been lessened if there had been adequate means for publication; besides, the benefits of these efforts would have been much more widely diffused, and educators in embarrassment would have received aid in their struggles to advance public intelligence if the information furnished in manuscript form had all been printed.

I desire to acknowledge my indebtedness for aid in prosecuting the work of the Office for the year to the Secretary of State, the officers of the Smithsonian Institution, the Commissioner of Patents, Commissioner of Indian Affairs, Commissioner of the General Land Office, and for the cordial coöperation of yourself and the President.

I have the honor to be, very respectfully, your obedient servant,

JOHN EATON,
Commissioner.

Hon. C. SCHURZ,
Secretary of the Interior.

ABSTRACTS

OF THE

OFFICIAL REPORTS OF THE SCHOOL OFFICERS OF STATES, TERRITORIES, AND CITIES,

WITH

ADDITIONAL INFORMATION FROM VARIOUS SOURCES.

PREFATORY NOTE.

The following abstracts of education in the States and Territories are derived from a great variety of sources. First among these come reports of State officials, such as State boards of education and State superintendents of instruction; next, those of county and city superintendents, school committees, acting school visitors, and principals of State institutions. From these is derived nearly all the information given respecting elementary and special instruction, city school systems and normal schools, and much of that relating to secondary schools, as the high schools of the States and cities. What concerns private secondary schools is almost wholly from returns made by the principals of these to the Bureau of Education, supplemented by catalogues and other documents.

For the matter relating to universities, colleges, scientific and professional schools, dependence is based on the annual catalogues of these institutions, on occasional circulars issued by them, and on special returns, made usually in the autumnal and winter months, in reply to circulars of inquiry sent them by the Bureau.

In every instance, official authority only is relied upon for statements distinctly and definitely made, the printed catalogues and reports being chiefly used for this purpose, though sometimes a piece of interesting information from other than official sources may be given, with a reference to the quarter from which it is derived. In such cases, however, the effort is always made to verify the statement before it is committed to the press.

The matter derived from the various sources above indicated is formulated, in the abstracts of education for each State, substantially in accordance with the schedule given below.

GENERAL PLAN OF THE ABSTRACTS.

1. STATISTICAL SUMMARY	(*a*) School population and attendance.
	(*b*) School districts and schools.
	(*c*) Teachers and teachers' pay.
	(*d*) Income and expenditure.
2. OFFICERS OF THE STATE SCHOOL SYSTEM.	
3. ELEMENTARY INSTRUCTION	(*a*) Public school systems, marking specially anything new and noteworthy.
4. CITY SCHOOL SYSTEMS.	
5. TRAINING OF TEACHERS	(*a*) Normal schools and normal departments.
	(*b*) Teachers' institutes.
	(*c*) Teachers' department of educational journals.
6. SECONDARY INSTRUCTION	(*a*) Academies.
	(*b*) High schools.
	(*c*) Preparatory schools.
	(*d*) Business colleges.
7. SUPERIOR INSTRUCTION	(*a*) Colleges for men, with universities.
	(*b*) Colleges for women.
8. SCIENTIFIC AND PROFESSIONAL INSTRUCTION	(*a*) Training in scientific schools and agricultural colleges.
	(*b*) Training in theology.
	(*c*) Training in law.
	(*d*) Training in medicine.
9. SPECIAL INSTRUCTION	(*a*) Deaf, dumb, blind, &c.
10. EDUCATIONAL CONVENTIONS	(*a*) Meetings of State associations.
	(*b*) Special meetings of teachers, school principals, and superintendents.
11. NOTEWORTHY BENEFACTIONS.	
12. OBITUARY RECORD	(*a*) Brief memorials of teachers, superintendents, and other promoters of education, deceased during the year.
13. CHIEF STATE SCHOOL OFFICERS	(*a*) State boards of education or State superintendents.

The statistics furnished the Bureau in answer to its circulars of inquiry, for convenience of reference and comparison, are given in tables at the conclusion of this volume, while summaries of these statistics may be found under their appropriate heads in the preceding report of the Commissioner.

For the general courtesy with which his circulars have been replied to, alike by State and city officials, by college presidents and heads of schools, as well as for documents additional to these replies, the Commissioner of Education herewith tenders his cordial thanks to all concerned.

ALABAMA.

STATISTICAL SUMMARY.

	1875–'76.	1876–'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Children of school age (5–21 for 1875–'76, and 7–21 for 1876–'77)	*a*405, 226	369, 447	....	35, 779
Enrolled in public schools	126, 893	*b*141, 230	14, 337	....
Average attendance	....	*c*101, 676	....	....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts (*d*)	....	1, 700	....	....
Public schools reported	3, 088	4, 100	1, 012	....
Average duration in days	80	82	2	....
TEACHERS AND THEIR PAY.				
Teachers in public schools	3, 771	4, 145	374	....
Average monthly pay	$22 00	$22 65	$0 65	....
INCOME AND EXPENDITURE.				
Whole receipts for public schools	$337, 276	$417, 242	$79, 966	....
Whole expenditure on public schools	337, 276	392, 493	55, 217	....
PROPORTION OF EXPENDITURE.				
Per capita of school population	$0 57	$1 06	$0 49	....
Per capita of enrolment	0 89	2 78	1 89	....
Per capita of average attendance	....	3 86	....	....
STATE SCHOOL FUND.				
Available school fund	$350, 000	$360, 000	$10, 000	....

(From returns of Hon. Leroy F. Box, State superintendent of education, for the two years indicated.)

a Whites, 236,520; colored, 168,706.
b Whites, 86,485; colored, 54,745.
c Whites, 61,584; colored, 40,092.
d The township is here the ordinary school district, but parts of townships, cut off by streams or mountains, and also incorporated cities or towns with 3,000 or more inhabitants, may constitute separate school districts.—(School laws of 1876 and 1877.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State superintendent of education*, elected by the people and commissioned by the governor for a term of two years,[1] has the care of providing for a uniform and efficient administration of the system of public schools and of reporting annually to the governor.

LOCAL.

A *county superintendent of education*, appointed by the State superintendent for a term of two years, has under him in each county the general supervision of the school system.

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[1] In the report of this Bureau for 1875 it was stated that the term of the superintendency had been once four years. This was an error induced by the language of an old State report. The term has been two years from the beginning.

A *township* or other *school district* has ordinarily a board of 3 trustees to care for the interests of its public schools, the exceptional cases being cities with school boards organized under special laws.—(School law of 1877.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

No report of the public schools having been published for 1876–'77, the statistical summary before given contains all our official information respecting common school education in the State, except what relates to Mobile. From this summary we learn that there was an increase of 14,337 in the public school enrolment, notwithstanding a diminution of 35,779 in the number of youth of school age from a contraction of that age by two years. The number of public schools reported, too, increased by 1,012; they continued in session longer by two days than in the preceding year; there were 374 more teachers, with an augmentation of 65 cents in the average of monthly pay; while the receipts for schools were $79,966 in advance of those of 1875–'76, and the expenditures $55,217 more. These are favorable indications, show a large improvement already reached, and seem to point to a much more hopeful condition of educational affairs in the near future.

CITY SCHOOL SYSTEM.

MOBILE.

Officers.—The school system here, which includes by special law the county as well as the city, is under a school board of 9 commissioners, with the county superintendent as ex officio member and treasurer. One-third of the commissioners are to be changed by election every two years.—(Code of 1876, sections 1225–1231.)

Statistics.—Population at the latest return (1875), 45,000; children of school age (5–21) at that date, 18,044; enrolment in 1877, white males, 1,016; colored males, 942; white females, 1,255; colored females, 830—total, 4,043; average attendance, 3,705. City schools, 20; country schools, 42; teachers in the former, 51; in the latter, 53; expenditures, $45,489.

Further particulars.—Of the 20 city schools, 5 were for colored pupils; of the 42 country schools, 17 were also for them. The advancement of the pupils in these schools is said to have been much beyond that of former years. In writing, especially, better results have been obtained than at any preceding period.

In the city schools generally, notwithstanding the disadvantage of a short term, the pupils are reported to have shown remarkable success in penmanship, arithmetic, and English composition. Quite a number of papers of 25 to 30 pages, presented at the written examinations for promotion, had not a single error nor a blot or erasure; and this, too, though they were written against time, with no opportunity to copy or remodel. This is believed to have been largely due to the fact that, instead of grammatical dissection of sentences, much time has been given to written composition and the building up of sentences after good English models.—(Report of Superintendent E. R. Dickson for 1876–'77.)

THE TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

Of these there are at present three. (1) The State Normal School at Florence, established by the board of education in 1872, opened for students in 1873, and at first designed to prepare only white young men for teaching in the public schools, but soon ordered to admit young women also. Teachers, 4; normal students, 54; other students, 83, in 1876–'77. (2) The Lincoln Normal University, at Marion, organized in 1870, and meant to furnish the colored people of the State advantages for higher education, as well as give special preparation for employment as teachers in the public schools. Instructors, 3; normal students, 120 in 1876–'77. (3) The Normal School at Huntsville established by the board of education in 1871, to provide for training teachers of colored schools, had in 1877 two instructors and 81 pupils, with an average attendance of 45. The Florence school has a course of 3 years; that at Marion, beginning at a much lower point, one of 8 years.—(Published reports and returns to Bureau of Education.)

OTHER NORMAL SCHOOLS.

Under the auspices of the American Missionary Association (Congregational) normal departments have for some years been maintained in the following institutions: (1) Talladega College, Talladega, chartered in 1869; (2) Trinity School, Athens; (3) Emerson Institute, Mobile, which last had the misfortune to lose its building by fire in 1877. The Methodists also maintain at Huntsville the Rust Normal Institute. All these aim to train young colored people for successful teaching in schools of their own race

The course at Talladega, beginning with elementary instruction, covers 6 years; that at the Rust Institute and the others is not stated. At Talladega and the Rust Institute vocal and instrumental music enters into the course. Normal students in all, at latest date, 213.—(Published reports and written returns.)

TEACHERS' INSTITUTES.

The old law requiring county superintendents to organize and hold annually county conventions of teachers, and to provide beforehand for the delivery at such conventions of lectures upon educational topics, does not appear to have been formally reënacted either in the code of 1876 or in a new act of 1877 "to organize and regulate a system of public instruction." But that the idea of such meetings was not abandoned is evident from the fact that the State superintendent of education is directed, among other duties of his annual visitation of the counties, "to encourage and assist at organizing and conducting teachers' and superintendents' institutes."—(School law.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The only reported high schools in the public school system of the State for 1877 are one for boys and one for girls at Mobile. The numbers of pupils in these, however, are not given. From the girls' high school, in which were 3 teachers, 19 pupils graduated at the close of the school year 1876-'77, and 2 others received certificates of having passed through a partial course.—(Report of Superintendent Dickson.)

PRIVATE SECONDARY SCHOOLS.

Many of these appear to have been compelled to yield before the advance of the public school system and the continued pressure of hard times. For detailed statistics of such remaining ones as report themselves, see Table VI of the appendix and a summary of this in the Report of the Commissioner preceding.

PREPARATORY SCHOOLS AND DEPARTMENTS.

Talladega College, Talladega, remanded to the list of preparatory schools because of having no students in collegiate classes, appears to be hardly maintaining even that rank, its return for 1877 presenting no indication that any of its 236 students were preparing for either a classical or scientific collegiate course.

Of the preparatory departments of La Grange College and Spring Hill College there is no information. In that of the State Agricultural College there were, at the date of the last return, 53 students; in that of Howard College, 35; in each case under 1 instructor, exclusive of those in the collegiate departments. In the last, 25 students were preparing for a classical course in college, and 10 for a scientific course.

BUSINESS COLLEGES.

There is a "commercial school" in connection with Howard College, Marion, with 3 instructors. Students in 1876-'77, at least 16.—(Catalogue for 1876-'77.)

SUPERIOR INSTRUCTION.

CLASSICAL COLLEGES.

The *University of Alabama* embraces in its academic department 9 separate schools which are elective. Each student, however, is required to take the studies of at least 3 schools, unless there be reasons satisfactory to the faculty that he should not. There are in each school two courses of instruction: a special one required for graduation in the school, and a general one for students who propose to graduate in other schools. The academic degrees are A. B., graduate of a school, and A. M., which last requires one year of residence additional to the ordinary course, as well as graduation in 3 schools.

The other colleges reporting their statistics for 1876-'77 are *Southern University*, at Greensborough, and *Howard College*, at Marion. Here the departments, courses of study, &c., appear to be substantially as reported in 1876.—(Returns and catalogues, 1877.)

Spring Hill College, near Mobile, sends no report for 1877.

For statistics of the reporting colleges see Table IX of appendix, and for those of the institutions for superior instruction of young women, Table VIII, with the summaries of these in the Report of the Commissioner preceding.

Of the latter class of institutions it may be said, however, that music, drawing, painting, French, and German were taught in nearly all, and that the greater part had some means for chemical experiment and illustration of physics.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

At the *Alabama Agricultural and Mechanical College*, Auburn, the system is by classes and courses; the classes embracing 1 preparatory and 4 collegiate; the courses, (1) agriculture, (2) literature, (3) science, (4) civil engineering, (5) surveying, (6) building and architecture. The first 4 of these are termed regular, and lead each to a degree after 4 years of successful collegiate study. The other 2 are special, and secure only a certificate of proficiency after such study as may be necessary to complete them. Drawing forms a regular part of the instruction in the first two years of the collegiate course; but during the third and fourth years is obligatory only on the students of civil engineering. Telegraphy is also taught. Latin and Greek enter into the course in literature; Latin, German, and French, with some liberty of choice respecting them, into the other 3 regular courses. Instructors here, 8; students in regular collegiate course, 120; in partial courses, 47.—(Catalogue, 1877, and return.)

PROFESSIONAL.

In *theology* some instruction is given by President Murphee in the "School of moral science and theology," Howard College, and by Chancellor Smith in the "School of biblical literature," Southern University. Talladega College also trains colored students for the ministry, and reported 18 students under 2 instructors in 1877. No report of theological students at the others, except of 1 at Greensborough in the catalogue for 1876-'77.

In *law*, there appear in the catalogues for 1876-'77, besides the school of law at the State university, with 2 professors, a law school at Howard College, with 2 professorial chairs, only 1 being filled at the time of printing; a college of law at the Southern University, Greensborough, with 3 professors and 2 schools, 1 of common and statute law, and 1 of equity jurisprudence. Course at the State university, 15 months; at Howard, "may be completed in one session"; at Greensborough, not stated. Total of legal instructors, 6; of students at the University of Alabama, 12, in catalogue for 1876-'77; in a return for the fall term, 23; in the other colleges, not given.

In *medicine*, we have again the Medical College of Alabama at Mobile, with its 3 years' course of study, 8 instructors, and 50 students, and the College of Medicine of the Southern University, Greensborough, with 5 instructors and only 1 reported student. Requirements for graduation: full age, good character, 3 years' study of medicine, with attendance on 2 full courses of lectures, the last one in this college, or a reputable practice of 4 years and 1 full course of lectures.—(Return and catalogue.)

SPECIAL INSTRUCTION.

ALABAMA INSTITUTION FOR THE DEAF AND DUMB AND THE BLIND, TALLADEGA.

Returns for 1877 give 6 as the number of instructors and 60 as the number of pupils in the deaf-mute department here; and 2 as the number of instructors, 12 as the number of pupils, in the department for the blind. In the former, the branches of study attended to are reading, writing, arithmetic, mathematics, geography, history, and music; the employments are boot making, cane seating, wood carving, broom making, farming and gardening. In the latter, the studies are the ordinary English branches and music; the employments, cane seating and chair and broom making.

CHIEF STATE SCHOOL OFFICER.

[Term, 1876-1878.]

Hon. LEROY F. BOX, *State superintendent of education, Montgomery.*

ARKANSAS.

STATISTICAL SUMMARY.

	1875–'76.	1876–'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6–21)	189,130	No returns.		
Enrolled in public schools	15,890	....do		
Average daily attendance		....do		
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts		No returns.		
Number of schools		....do		
Number of school-houses	1,625	....do		
Cost of these	$365,315	....do		
TEACHERS AND THEIR PAY.				
Teachers in public schools	461	No returns.		
Average monthly pay		....do		
INCOME AND EXPENDITURE.				
Whole receipts for public schools	$344,074	No returns.		
Whole expenditures for the same	119,403	....do		

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *board of commissioners of the school fund*, composed of the governor, secretary of state, and State superintendent of public instruction, is charged with the management and investment of the common school fund belonging to the State, and must make semi-annual settlements with the State treasurer.

A *State superintendent of public instruction*, to be elected every two years by the people, has general supervision of all other matters relating to the free common schools, and is to make annual report of them to the governor.

LOCAL.

County examiners, one for each county, are appointed by the county court at the first session after each general election, and are to examine and license teachers and perform most of the duties of county superintendents of schools.

Boards of district trustees, 3 for each school district and one-third changed each year, are chosen by the people of the district at their August meeting, for care of school houses, engagement of teachers, and local supervision and report of schools.—(School law of 1875.)

ELEMENTARY INSTRUCTION.

NO REPORT.

The school law of 1875 calls not only for the presentation to the governor of an annual report of everything relating to the public schools, but also for the publication of such reports. But up to the time of sending these sheets to the press no report for 1876–'77 appears to have been published, nor has it been possible to obtain even a statistical summary exhibiting the main facts as to the State schools for that year, though one for 1877–'78 has been kindly forwarded.

CITY SCHOOL SYSTEM.

LITTLE ROCK.

Officers.—A board of school directors of 6 members, one-third liable to change each year; a board of visitors and examiners of 4 members, and a city superintendent of schools.

Statistics.—Population in 1870, 12,380; estimated present population, 17,000. Youth of school age (6–21), 6,462; estimated number between 6 and 16, the practical school age, 4,200; enrolled in public schools, 1,960, of whom only 95 were over 16; average daily attendance, 1,129, an increase of 203 for the year 1876–'77; number of days of school, 180; number in which school was taught, 170. Teachers, 27, exclusive of superintendent; expenditures, $12,068.

Additional particulars.—The schools are divided into primary, intermediate, grammar, and high, each of these divisions having 3 grades, with a regularly arranged course of study. The year past is said by the superintendent to have been marked by encouraging progress in discipline and methods of teaching throughout the schools, and by special advance in the junior class in the high school, which was carried through a thorough review of elementary studies in which it was found deficient. Two of the schools are for colored children, and one of these is taught quite successfully by colored teachers, whose work is considered by the superintendent quite as good as that in corresponding grades of the other school, where white teachers are employed. In all the schools corporal punishment is discouraged; is only resorted to where milder measures will not avail; and is not allowed to be administered till the day after the commission of the offence, that unreasonable anger may have time to cool and that the parents may be consulted. The consequence has been a great diminution in cases of severe discipline. The board of examiners says that especially gratifying care is taken to ground the pupils well in those elementary studies which are the foundation of all education, and that reasons as well as rules for operations are distinctly given.—(Report for 1877.)

THE TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

Aiming to utilize to the utmost the teaching force of her State Industrial University at Fayetteville, Arkansas established in connection with it a normal department, to furnish a thorough course of instruction for whites desiring to teach in the public schools. The training and course of study in this department, the latter extending through four years, are partly academic and partly normal. The former is attended to in the other departments of the university, the work in methods, theory, and art of teaching being reserved for the normal department. Drawing and vocal and instrumental music form a part of the instruction given in the university, while a chemical laboratory and apparatus for illustrating physics add their advantages to those afforded by a small museum of natural history, a library of about 700 volumes, and a model school for training in the methods and art of teaching. Diplomas are given to those who complete the course. Number of resident instructors, including those of the other departments, 12; normal students, 41; normal graduates, 5.—(Report of the university and return for 1876–'77.)

As the above mentioned department was meant only for white students, a branch of it was opened in September, 1875, at Pine Bluff, on the Arkansas River, to afford the colored teachers of the State an opportunity to fit themselves for more thorough work in the schools for the children of their own race. It is under the same board of trustees as the other, and is governed by the same rules; affords accommodations for more than 100 students, and reports 27 male and 28 female normal students under 1 resident instructor, with pupil assistants, and 13 students licensed and teaching school during vacation. The course is 4 years. Drawing is taught both separately and in conjunction with every other branch where it is applicable. Vocal music forms a part of the daily training. Instrumental music is optional.—(Circular of school and return for 1876–'77.)

ANOTHER NORMAL SCHOOL.

An institution entitled the *Pine Bluff Graded School, with normal department,* apparently receiving some aid both from the public school fund and the American Missionary Association, reports 35 normal students for 1877, of whom 9 received teachers' certificates and engaged in teaching. Vocal and instrumental music, with drawing in line and perspective, was taught; some apparatus for illustration of physics was possessed, and the normal students were taught in the graded school for practice.—(Return.)

TEACHERS' INSTITUTES.

The law of 1875 requires that the State superintendent of public instruction shall hold a teachers' institute annually in each judicial district of the State, to be called a normal district institute. He is to arrange the programme for each institute and preside at it in person, though if he should fail to be present the assembled teachers may organize and hold the institute.

County examiners are also to hold institutes for their respective counties, but in case of inability to attend in any instance, may appoint some suitable person to perform the duty.

The Arkansas department of the Eclectic Teacher indicates that both State and county officers are attending to this important duty.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The high school at Little Rock is the only one in the State of which any full account is given. It has a course of three years, is said by the city superintendent to have been well taught, to be in prosperous condition, and to afford the basis for a strong high school, with the beginning of a systematic classification of the same. The curriculum is not yet as complete as could be wished, but the school officers prefer to wait, advancing slowly but surely toward a permanent and satisfactory condition. In the autumn of 1876 the study of Latin and German, which had been required, was made optional. The result was an almost entire failure of the pupils to take that work, and the study of these languages was consequently dropped till it should be again made obligatory. The board of visitors regret this, thinking that there can be no high school course worthy of the name in which these studies are not included.—(City report for 1877.)

OTHER SECONDARY SCHOOLS.

For full statistics of private schools for secondary training, and preparatory departments of colleges, see Tables VI, VII, and IX in the appendix and the summaries of them in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

The colleges which report for 1876–'77 are Arkansas College, Batesville; Cane Hill College, Bloomsborough; Judson University, Judsonia, and St. John's College, Little Rock. All report preparatory and collegiate departments, and have students in both, except Judson University, which was not opened until 1875, and has as yet, besides the preparatory, only 9 students in irregular courses. All these colleges except St. John's are open to both sexes, and of the 14 graduates of 1877 at Arkansas and Cane Hill Colleges who received the degree of A. B., 8 were women.—(Returns to the Bureau of Education.)

For statistics, see Table IX of the appendix and the summary of it in the Report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *Arkansas Industrial University*, at Fayetteville, serving as the agricultural and mechanical college of the State, embraces a college of general science and general literature; one of engineering; one of commerce; also normal and preparatory departments. Provision is made for 238 State beneficiaries, and an equal number of non-paying normal students,[1] and both sexes are admitted. The beneficiaries are selected among the different counties, in proportion to the population, and are entitled to 4 years' free tuition, each of the courses, except the preparatory, covering that period. By recent action of the board of trustees, all male beneficiaries who are hereafter appointed will be required to take a course in agriculture and mechanics, "with permission to select such other studies as circumstances may allow." An experimental farm has been provided contiguous to the university. Agriculture and the mechanic arts will be more fully taught, it is stated, when many of the young men shall have become better grounded in the rudiments of general knowledge.—(Catalogue for 1876 and announcement for 1876–'77.) Aggregate of students in the 4 years' course, according to return, 253; students in partial courses, 3; graduate students, 3; professors and instructors, 12.

PROFESSIONAL.

It appears, from such information as has come to hand, that there are no legal, theological, or medical schools in Arkansas.

SPECIAL INSTRUCTION.

ARKANSAS DEAF-MUTE INSTITUTE, LITTLE ROCK.

This institution was organized in 1868, and is under the control of the State government. In 1876–'77, it had 63 pupils under the instruction of 3 teachers. No employments are taught. The course of study embraces history, grammar, composition, arithmetic, geography, philosophy, writing, and drawing. In the "American Annals of the Deaf and Dumb" for January, 1878, it was stated that Mrs. Caruthers, widow of the late lamented principal, had returned to the institution as matron, and that the school was in as flourishing a condition as the embarrassed state of its finances would allow.—(Return, 1877.)

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[1] A written return, however, gives 100 as the number of State scholarships, and states that there are no other free scholarships.

ARKANSAS INSTITUTE FOR THE BLIND, LITTLE ROCK.

There have been 119 pupils under instruction here since the foundation of the school. Its present number is 32; teachers and other officers, 7. All the branches of a common school education, with gymnastics and music, are taught, besides certain employments, such as broom and mattress making, seating of chairs, sewing, knitting, and basket making.—(Return, 1877.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

A report of the meeting of the State Teachers' Association, in the Eclectic Teacher of October, 1877, is the only one that has reached the Bureau. This report notes the assembling of the members in Little Rock, August 29, State Superintendent Hill being present as chairman, and the other officers, with one exception, answering to their names; but the number of members present is not given, nor is there any account of the proceedings of the meeting beyond the appointment of a delegation to the National Educational Association, the election of a new set of officers for 1877-'78, the nomination of a committee to report on a revision of the school law, and the passage of a resolution expressive of approval of Superintendent Hill and of readiness to coöperate with him in his work.

It was thought best by the board of councillors to defer a meeting for discussion, that was to have been held in November, till some time in the summer of 1878.

OTHER EDUCATIONAL MEETINGS.

In the Arkansas department of the Eclectic Teacher there appeared during 1877 various notices indicative of the holding of county teachers' institutes and the normal institutes required by law to be held annually in each judicial district of the State. There was, however, no such report of the instructions at these meetings as to call for further note of them than this brief paragraph.

CHIEF STATE SCHOOL OFFICER.

[Term, 1878-1880.]

Hon. JAMES L. DENTON, *State superintendent of public instruction, Little Rock.*

CALIFORNIA.

STATISTICAL SUMMARY.

	1875–'76.	1876–'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Children of school age (5–17)	184,787	200,067	15,280	
Enrolled in public schools	*a*126,220	*a*135,335	9,115	
Average number belonging	91,784	97,527	5,743	
Average daily attendance	83,391	89,539	6,148	
Per cent. of this on average belonging	.89	.91	.02	
Children in private schools	14,625	15,344	719	
Children 5–17 in no schools	43,023	49,035	6,012	
Mongolian children in schools	383	266		117
Negro children in schools	744	735		9
Indian children in schools	283	294	11	
DISTRICTS AND SCHOOLS.				
Number of school districts	1,742	1,828	86	
Districts with good accommodations	1,410	1,414	4	
Districts with sufficient grounds	1,529	1,636	107	
Districts with well improved grounds	656	659		3
Districts with well ventilated schools	1,594	1,060		534
Districts with well furnished schools	804	785		19
Districts with good apparatus	488	488		
Districts maintaining schools less than eight months.	913	652		261
Districts maintaining schools eight months or more.	794	1,134	340	
Number of first grade schools	964	914		50
Number of second grade schools	817	983	166	
Number of third grade schools	556	627	71	
Number of all grades (*b*)	2,337	*c*2,524	187	
New school-houses erected	99	122	23	
Average length of schools in days	143.8	145.2	1.4	
TEACHERS AND THEIR PAY.				
Number of male teachers	1,129	1,184	55	
Number of female teachers	1,853	1,983	130	
Whole number	2,982	3,167	185	
Teaching in one school more than a year	329	432	103	
Attended county institutes	1,298	1,819	521	
Taking educational journals	780	820	40	
Graduates of State Normal School	254	282	28	
Graduates of other State normal schools	272	328	56	
Average monthly pay of men	$85 00	$83 78		$1 22
Average monthly pay of women	68 15	69 68	$1 53	
INCOME AND EXPENDITURE.				
Total receipts for schools	$3,302,604	$3,610,163	$307,559	
Whole expenditure for schools	*d*2,858,601	*d*2,749,730		$108,871

a The total enrolment, probably including duplicates and perhaps some beyond the school age, as well as those in private schools, is given as 140,468 in 1875–'76 and 142,658 in 1876–'77.

b The first grade here includes grammar and high schools; the second, intermediate schools; the third, primaries, in four divisions.

c The superintendent's figures are 2,485; perhaps excluding high schools.

d In addition to these expenditures there appear elsewhere for county institutes, county boards of examination, postage, stationery, &c., $17,429 in 1875–'76, and $19,179 in 1876–'77, making the absolute total expenditure for those years $2,876,030 and $2,768,909.

Statistical summary—Continued.

	1875–'76.	1876–'77.	Increase.	Decrease.
EXPENDITURE PER CAPITA.				
Cost of tuition for each pupil on enrolment.	$14 12	$15 06	$0 94	....
Cost of tuition for each pupil on average attendance.	21 62	22 04	42	....
Cost of tuition for each pupil on daily attendance.	23 79	24 00	21	....
Whole cost, including current expenses:				
On enrolment	17 21	18 24	1 03	....
On average attendance	26 35	26 68	33	....
On daily attendance	28 99	29 06	07	....
VALUATION OF SCHOOL PROPERTY.				
Sites, buildings, and furniture	$5, 369, 984	$5, 617, 917	$247, 933	....
School libraries	173, 213	207, 336	34, 123	....
School apparatus	88, 299	107, 990	19, 691	....
Total valuation	5, 631, 496	5, 933, 243	301, 747	....

(From biennial report of Hon. Ezra S. Carr, State superintendent of public instruction, for the two years above indicated.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State superintendent of public instruction*, elected by the people every 4 years, has supervision of the public schools of the State, with the duty of visitation of them and of biennial report respecting them. He is also trustee of State schools for special training and visitor of all incorporated literary institutions. He is allowed a deputy.

A *State board of education*, composed of the governor, State superintendent, and the superintendents of 6 central counties, has power to prescribe a course of studies for the public schools, with a uniform series of text books, except for the city and county of San Francisco; to adopt a list of books for district school libraries, and to grant and revoke for cause life diplomas to teachers.

A *State board of examiners*, composed of the State superintendent and 4 professional teachers appointed by him, recommends to the State board highly approved teachers for its life diplomas, and grants to others, according to their ascertained qualifications, diplomas for two, three, four, and six years.

LOCAL.

County superintendents of schools, chosen by the people every 2 years, have the usual visitorial and supervisory duties of such officers.

City boards of education, chosen by the citizens under local laws, have general oversight of the school systems of their respective cities; while county and city boards of examiners examine teachers for the county and city schools, granting diplomas valid in their respective fields for one, two, and three years.

District trustees, chosen by the people of their districts for terms of 3 years, one-third being changed each year, care for the schools and school-houses of the districts for which they are elected.—(School laws of 1870 and 1874.)

Women are eligible to school offices, and one now serves as deputy superintendent of public instruction.

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

The summary of statistics given by State Superintendent Carr and condensed in the table on a preceding page shows that the enrolment in the schools has kept fair pace with the increase of school population; that the average daily attendance at school has increased in larger proportion than the average number belonging, and has gained somewhat on the increase of non-attendants at any school; that there is a gain, too, in the number of schools with good accommodations, sufficient grounds, and terms of eight months or more; that although the list of first grade schools has somewhat diminished, that of the second grade has been enlarged in more than triple measure beyond such diminution; and that, with higher receipts for school purposes, the expenses have been kept below the income through economy in building.

There is only one thing which looks unfavorable, viz, that, while the number of teachers has increased, there seems from the figures to be a considerable decrease of certificated ones, which would indicate deterioration in quality beyond the gain in names. But, on the other hand, the superintendent says, on page 3 of his report: "It is believed that at no time in the history of the State have the teachers been as well qualified, or more earnest and zealous in their work."—(State report.)

KINDERGÄRTEN.

Three of these schools, one at Brooklyn, one at Los Angeles, and one at Santa Barbara, reported 32 children under training in 1877, with 1 instructor in each school, and the usual results, viz, quickened perception, improved sense of beauty and order, and the getting of profitable study out of apparent play. The school at Los Angeles, subsequently to the return made, was removed to Oakland.

VACATION SCHOOLS.

As very many children have to remain in cities during the long vacation of the schools, Superintendent Carr suggests that, to keep these usefully employed, vacation schools should be established, differing from the ordinary term schools both in the studies pursued and the methods resorted to. He would have them arranged on the half-time principle in order to benefit the greatest number, and would make them give training in industrial pursuits. For instance, a girls' school of sewing could, he thinks, be so arranged as to cover elementary exercises in needlework, cutting and designing of patterns, and the use of the sewing machine for more advanced scholars. These instructions could, he conceives, be accompanied with illustrated lessons and lectures on materials; for boys he would have industrial drawing, exercises in the use of tools and vise work. He bases these suggestions partly on the inherent propriety of doing something towards a fuller training of children now left largely to the education of the streets, partly on the expediency of fostering the present drift towards a more practical and industrial education, and finds encouragement to urge the matter in the fact that vacation schools, in some measure of this character, have been maintained at Providence, R. I., with a very considerable measure of success. In these schools—as mentioned in the Report of the Commissioner of Education for 1875, p. 379—much oral instruction was imparted as to the names and uses of the various products of agriculture and manufactures as well as of those which constitute the main elements of commerce.—(State report.)

FREE TEXT BOOKS IN SCHOOLS.

In view of the advantages that have been found in Eastern cities from a supply of free text books to pupils in the public schools—such as diminution of expense, securing uniformity, aiding better classification of the pupils, and leading to increased attendance—Superintendent Carr favors the adoption of this plan in California. And as there is no obstacle in the way of it in the school law, he suggests that any district which may choose to do so should go forward and supply free text books for its schools.—(State report.)

QUALITY OF EDUCATION TO BE GIVEN.

In common with several superintendents of instruction whom he quotes, Superintendent Carr evidently leans to the belief that there have been for some time too many studies in the schools and too much merely theoretical instruction, to the neglect of the practical, the industrial, and the moral. He therefore urges, with these gentlemen, and largely in their words, that there should be a concentration of the pupils' work on fewer subjects, and these of a more practical and useful kind; that the effort should be to have each of these completely mastered before it is passed away from; that drawing, with a view to industrial pursuits, should be among the subjects studied; and that good morals and good manners, not taught at all to many children in their homes, should, for the safety and well being of the State, be taught systematically by the teachers in her schools.

CITY SCHOOL SYSTEMS.

OFFICERS.

In San Francisco, a board of education of 12 members, elected biennially by the people, with a superintendent (who may have a deputy), also biennially chosen; in San José, a board of 2 members from each ward, with a superintendent; in both, boards of examiners for proof and certification of the qualifications of persons proposing to teach; in Stockton, also, a board of education and of examination, with a superintendent.—(School law and reports.)

STATISTICS.

Cities.	Population.	Children of school age.	Enrolment.	Average attendance.	Teachers.	Expenditure.
San Francisco ..	[a]301, 020	[b]53, 210	[c]37, 286	24, 899	632	$732, 324
San José........	9, 009	3, 271	[d]2, 114	1, 379	42	74, 478
Stockton........	15, 000	3, 011	1, 693	1, 523	34	38, 044

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[a] Estimated.

[b] This is the number of State school age (5–17) entitled to draw public money. The number of city school age (6–17) entitled to attend city schools, was 49, 404.

[c] Besides 6,984 in private and church schools.

[d] Besides 694 in private schools.

ADDITIONAL PARTICULARS.

San Francisco.—According to a table of classification and attendance, the schools here consist of 2 high, 14 grammar, 25 primary, 1 evening, 1 model school, and 9 unclassified. The grades below the high schools are 7. Superintendent Bolander says that the year was a very satisfactory one, a reduction of the material to be studied from text books having given teachers more time for explanations and a better presentation of the subject matter of lessons, while the principles underlying object lessons have been better adhered to and applied. There has been less memorizing, more training in the habit of observation, and in the proper expression of ideas. In arithmetic the burden has been lightened, the whole work in the lower grades being made to consist of a thorough treatment of the numbers from 1 to 25. In the same grades a careful attention to penmanship has been productive of most favorable results. In drawing and music kindred progress has been secured. In geography, natural philosophy, physiology, and the art of reading, the effort has been to get rid of needless technical details, and have the substance of things well understood; the theory being that the true work of the schools is not to teach everything in all the text books used, but to discipline the mind and store it with the most useful knowledge. And this knowledge is held to be not merely a grasp of certain facts, but also of the principles which underlie all facts and are applicable to great multitudes of cases.

The deputy superintendent argues for a system of free text books as greatly better than the present system of purchase by those able to buy and free supply to those only who profess indigence. He also says that in several schools where there was a great pressure for admission into the lowest grades, the experiment has been tried of half day classes, one set of children coming in the morning and another in the afternoon. In spite of considerable opposition from parents who wanted their children to be taken care of during the whole day, the experiment worked well, and, according to the testimony of both principal and teachers, the advancement has been equal, if not superior, to that of whole day classes.

Botany, zoölogy, physics, and chemistry enter into the school course, as well as the common English branches, music, and drawing, and in 2 cosmopolitan schools, as well as in the boys' high school, French and German.—(Report for 1876–'77.)

San José reports 9 school-houses, furnishing accommodations sufficient to admit every child in the city to a seat, the best and latest improved furniture, first class apparatus, and an energetic, hard working corps of teachers. Under a new course of study the schools are so graded as to give 2 years to primary work, 2 to intermediate, 2 to grammar, and 3 to high school studies. This arrangement was based on the observation that heretofore in most instances from necessary absence and other causes it had taken 8½ years to complete the first 6 years of school work, so that, with the 6 years thus divided, the average pupil would not reach the point of admission to the high school under 14½ years of age. In the new course oral instruction, morals and manners, music and drawing, find a place, which they had not before. Technical education, as a preparation for future trades, is also contemplated and urged, as well as the establishment of an evening school for such as have had to leave before completing the studies of the grammar grade. Other proposals are that new teachers be put on a probation of 5 months, to be continued and receive full pay only on the condition of proving their efficiency, and that every elected teacher hold a position during good behavior, with increase of pay proportioned to the length of efficient service.—(Report for 1876–'77.)

Stockton, not sending any printed report, makes return of the following, besides the figures in the table: Estimated enrolment in private and parochial schools, 120; public school buildings, 10; valuation of school property, $142,900; sittings for study, 1,693; a high school with at least 3 teachers—number of pupils not given—and, apparently for the city schools in general, special teachers of music and penmanship.

THE TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

Established in 1862 and housed in a noble building with ample grounds at San José, this school has prepared more than one-sixth of the present teaching force of the State. Its full course of study covers 3 years, the first 2 of which constitute an elementary course, from which individuals may graduate with lower rank. Diplomas entitling their holders to State certificates of corresponding grades, are granted to those students who complete either the elementary or the full course. The printed report for the school year ending March, 1877, showed 459 pupils in the regular normal courses, with 78 in a preparatory course. From a later written return, it appears that during the year there were in all 523 normal students additional to the 78 preparatory; resident instructors, 12; graduates, 53 from the 3 years' course, 28 from the 2 years' course. Of the latter, several returned to complete the full course. Drawing and vocal music are among the branches taught, and the students have the advantage of a library of 1,075 volumes, of a laboratory to aid in chemical study, of apparatus for the illustration of physics, of a small museum of natural history, and of a model school in which they may practically apply the instruction they receive as to methods of teaching.—(Report for 1876–'77 and return.)

OTHER NORMAL TRAINING.

The formation of a normal class in connection with the girls' high school of San Francisco was noticed in the Report of this Bureau for 1876. The report of the State superintendent speaks of it as continuing to do good work. He thinks that similar classes might be formed in other cities to supply trained teachers for the schools.

The *Pacific Kindergarten Normal School*, established by Miss Emma Marwedel first at Los Angeles and subsequently transferred to Oakland, reported 4 normal students for 1877, of whom 3 subsequently engaged in teaching. Drawing and vocal music entered into the course of instruction given.

Then, in counties with twenty or more school districts, teachers' institutes of three to five days each are required by law to be held by the county superintendents and to be attended by the teachers of the public schools. These become temporary normal schools in the counties where they are held, dealing with methods of teaching and discipline, and contributing greatly to the improvement of teachers as respects such things. More than 70 institutes were held in 1875–'76 and 1876–'77.—(State report and school law of 1874.)

NEW EDUCATIONAL JOURNAL.

In March, 1877, Mr. Albert Lyser, as editor and publisher, started at San Francisco a monthly octavo paper devoted to the interests of education and promising to render most efficient aid to these interests on the Pacific coast. Its title is The Pacific School and Home Journal.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Referring to the objections often raised against this class of institutions, the superintendent of public instruction says that the right of the State and of municipal governments to maintain high schools is not legally distinguishable from the right to maintain elementary schools; that schools exist because of a well founded claim on the part of children to an education; that this education is not a fixed quantity, to be measured by one generation for that which succeeds it: the "common schooling" of the past century, for instance, not adequately fitting the average citizen of to-day for the business of life; that the demand for high schools now is far more general throughout the United States than was the demand for elementary schools half a century ago; and that, as the education given in such high schools is necessary to the welfare of the State, it should not be left to private greed or sectarian ambition.

In answer to the charge that high schools are expensive, he says their cost is trifling compared with that of the popular vices which they help us to suppress; and that, rightly managed, they pay fully for their cost, increasing the productive power of a community by keeping at home youths who would otherwise be sent away, and retaining in the schools those pupils who will give them the highest character and exert the healthiest and most beneficial influence.—(State report.)

In a table of the appendix, the superintendent enumerates the high school pupils in 45 counties of the State, the whole number of such pupils reaching 3,433. Of this number 1,570 were in Alameda County and 1,060 in San Francisco City and County.—(Report.)

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private secondary schools, preparatory schools, and preparatory departments of colleges, see Tables VI, VII, IX in the appendix, and the summaries of them in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

UNIVERSITIES AND COLLEGES.

The University of California, at Berkeley, crowning the educational system of the State, though not yet formally linked with the lower schools, presents for 1877, in its "college of letters," essentially the same elements as in previous years. The requirements for admission to the "classical course" are fully up to those of the best kindred institutions elsewhere; those for the "literary course," more moderate. The college library contains more than 14,000 volumes. The statistics for the fall term of 1877 were as follows: Academic senate, comprising officers of the college of letters and of 5 colleges of science and the instructors, 38; students in the classical course of the college of letters, 61; in the literary course, 90; total, 151. Besides these and the students of the colleges of science, there were 28 special course students, who, as a class, take up but one or two lines of study and are not required to pass the general examinations for admission, and 21 students at large, giving all their time to special studies under direction of the faculty, with 4 post-graduates.—(Register for 1877-'78.)

Nine other institutions for superior instruction report by printed catalogue or written return, or both, for some part of 1877: *College of St. Augustine*, Benicia (Protestant Episcopal), 10 instructors and 60 collegiate students; *Pierce Christian College*, College City (Christian Church), 5 instructors and 3 classical students; *Pacific Methodist College*, Santa Rosa (Methodist Episcopal South), 4 instructors and 13 classical students; *Santa Clara College*, Santa Clara (Roman Catholic), 26 instructors and 227 students, unclassified; *St. Ignatius College*, San Francisco (Roman Catholic), 12 instructors and apparently 187 students in collegiate studies, besides 85 in a business course and 150 in grammar and higher arithmetic, who are rated as collegiate, the college course here covering 8 years and embracing in the first four many things classed as elementary or secondary elsewhere; *St. Mary's*, San Francisco, 138 students in classical and scientific collegiate classes; *St. Vincent's*, Los Angeles (Roman Catholic), 6 instructors and 94 students in English, Latin, Spanish, French, book-keeping, &c.; *University of the Pacific*, Santa Clara (Methodist Episcopal), 10 instructors and 33 students in classical course; and *Washington College*, Washington, 10 instructors and 14 students in classical course.—(Catalogues and returns.)

For detailed statistics of universities and colleges, see Table IX in the appendix, and the summary of it given in the Report of the Commissioner preceding.

Of 7 other colleges believed to be in the State (not including 2 for young women), 3 send statistics, which may be found in Tables VI and VII of this Report, while 4 have not reported for 1877.

COLLEGES FOR WOMEN.

The privileges of the State University, Hesperian College, Pierce Christian College, Pacific Methodist College, University of the Pacific, and Washington College are offered to young women as well as to young men. Pacific Methodist College makes especial provision for them. Besides these, there are several institutions in the State for superior instruction of young women. Two of them, the Young Ladies' Seminary, Benicia, and the College of Notre Dame, San José, report for 1877, the former, 7 instructors and 78 students, of whom 46 were in a preparatory department, 26 in the regular collegiate course, and 6 in optional studies; the latter, 26 instructors, 350 free and 285 pay students, 46 of them in collegiate course and 1 in special course. Notre Dame, which is authorized to confer degrees, has a library of 2,500 volumes. Music, drawing, painting, French, and German are taught in both; at Notre Dame, Spanish also.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The colleges of agriculture, mechanics, mining, engineering, and chemistry connected with the *University of California* are the chief agencies for scientific instruction in the State. Most of the other colleges and universities, however, have scientific departments or courses in accordance with the prevailing demand for special preparation for practical and useful industries. Students in the scientific department of the university, 116.

There has been also, since 1862, in San Francisco, a private school of engineering, for instruction in all the branches belonging to that science. It reported for 1877 a total of 4 instructors and 60 students. In connection with the Mechanics' Institute of the same city, courses of lectures on scientific subjects have been sustained for years past, while discussion of such subjects has been customary at the semimonthly meetings of the California Academy of Sciences, also of San Francisco.—(Catalogues, returns, and reports to Bureau of Education by Mrs. S. B. Cooper.)

PROFESSIONAL.

Theological training continues to be given in the Pacific Theological Seminary, Oakland, established under Congregational auspices in 1869, and in the San Francisco Theological Seminary, first opened under Presbyterian influences in 1871. Course of study in each, 3 years. In the one at San Francisco the possession of the degree of B. A., or its equivalent, is one of the requisites for admission, but students of any Christian denomination, duly qualified, may enter.—(Catalogue, 1877, and returns to Bureau of Education.) In Pierce Christian College there is a Bible department, which may prepare for either ministerial or general Christian work.—(Catalogue for 1877-'78.)

Legal training appears to be in about the condition indicated in the report for 1876, no college or school of law seeming to have been yet established.

Medical training is cared for (1) by the Medical College of the Pacific, organized in 1858 as the medical department of the University of the Pacific, and transferred to University College, San Francisco, in 1870; (2) by the medical department of the University of California, formerly Toland Medical College, San Francisco, which has as its auxiliary now the California College of Pharmacy, recently affiliated with the university as a branch of its medical department. All these seem to be well appointed and to have a good and fair course of instruction, though without the preliminary examination for literary qualifications now required in some such institutions at the East. Requirements for graduation in the two medical colleges, attendance on two full courses of lectures, with three years' study of medicine, good character, full manly age, at least one course of anatomical instruction, with clinics and a medical thesis; in the College of Pharmacy, like attendance on lectures, four years' service in a drug store, full age, and thesis.—(Catalogues and returns to the Bureau of Education.)

SPECIAL INSTRUCTION.

CALIFORNIA INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB AND THE BLIND, BERKELEY.

The buildings of this institution, which were burned January 17, 1875, have been renewed upon the now much favored plan of separate "homes" for from 40 to 50 persons each. The arguments in favor of this arrangement over the older one of a single large establishment for all are (1) less danger from fire; (2) easy isolation of the sexes; (3) better sanitary conditions; (4) economy of expenditure: as on this plan additional buildings of the same class can be constructed at a much smaller outlay than if one great structure had to be put up; (5) greater convenience: as, when new buildings are required, they can be erected without interruption of the exercises of the school. For these reasons two such homes have been constructed, with solid subfoundations of cement, stone foundations with granite water table, superstructure of plain brick, and roof of slate, the brick walls being hollow and plastered without wooden lathing, so that danger from fire is reduced to the least possible degree. With further wise precaution against this peril, the staircases have been made of stone, an extra spiral one extending from the extreme end of the sleeping apartments to the ground, to make sure of a safe exit for all in case of any fire; while the basement floor is laid three inches thick with artificial stone.

The pupils on the rolls, June 30, 1875, were 64 deaf-mutes and 30 blind; added, since that date, 23 of the former class and 4 of the latter; graduated and discharged: of the former, 14; of the latter, 4; died, 3; remaining, June 30, 1877, deaf-mutes, 71; blind, 29; total, 100. Teaching force, including principal, instructor in wood carving, and foreman of shoeshop, 10.—(Report for 1876 and 1877.)

TRAINING OF SEAMEN.

To supply intelligent and trained young sailors for vessels leaving the port of San Francisco, acts were passed by the legislature of California and Congress, from 1874 to 1876, looking to the establishment of a training school on board ship in that harbor. Through the coöperation of the United States Government, which furnished the ship Jamestown for the purpose and detailed a naval officer to command her, such a school has been instituted, under the special direction of a committee of the supervisors of the city and county of San Francisco, with an allowance of $25,000 annually for its support. Two hundred boys, of 14 to 18 years of age, are made admissible to its privileges, 100 from the city and county of San Francisco, and 100 from the other counties of the State. They must be in good health, must evince an aptitude or inclination for sea life, must have the written consent of their parents or guardians for their entrance on it, and must, on entering, sign an agreement to serve at least two years on the training ship or such other vessel as they may be sent to for service after any semiannual examination. Once entered, they receive instruction in the common branches of an English education, and in all that relates to practical seamanship. At the close of their two years' course, if not sooner provided with employment, they are to receive certificates showing their character and proficiency in nautical matters, which certificate, it is believed, will insure employment in first class vessels trading with the port.—(Prospectus.)

INDUSTRIAL AND REFORMATORY TRAINING.

The City and County Industrial School of San Francisco, organized in 1859, admits youths under 18 years of age who are in danger of becoming criminals through neglect, and trains them in the elements of a common school education, in music, and in such industries as farming, gardening, shoemaking, tailoring, and carpenter work. For the session of 1877–'78, there was a total of 20 instructors and 232 pupils. Of these, 24 were taught instrumental music and constituted a brass band, while 30 were so drilled in vocal music as to be able to lead the whole school in singing. A library of 1,000 volumes, to which 200 were added in the year, augments the means of instruction and improvement.—(Return from Superintendent D. C. Woods.)

EDUCATIONAL CONVENTIONS.

STATE CONVENTION.

The State Educational Convention met at San Francisco October 25, 1877. State Superintendent Carr delivered the opening address on "Educational progress," in which he dwelt upon the need of a greater number of more highly trained teachers and of a more practical course of study in the public schools. Addresses and papers were presented afterward by Mrs. Jeanne C. Carr, deputy State superintendent, on "Education at the Centennial;" by Hon. John Swett, principal of the Girls' High School, San Francisco, on "Teachers and teaching;" by President Le Conte, of the university, on "The importance of unity in the methods of instruction in the public schools;" by Rev. O. P. Fitzgerald, former State superintendent, on "The press as an educator;" by Prof. William White, of San Francisco, on the "Claims of the high schools to support from the State;" and by Prof. A. L. Mann, city superintendent elect of San Francisco, on "Classical and scientific studies." J. B. Chesney, chairman of the committee on industrial education, presented an elaborate report, taking strong grounds against the plan of ingrafting a system of manual labor on the common school system.

Resolutions were adopted (1) favoring the introduction of sewing into the primary, grammar, and ungraded country schools taught by women, so far as it may be made available as a means of education, and not as a trade; (2) urging upon the legislature the organization of a Kindergarten in connection with the State Normal School at San José; (3) expressing the opinion that the "Present State course of study as applied to country schools is defective, in that it requires too many things to be taught children in the primary grade that would be better learned, and without effort, when age shall have matured the child's mind;" and (4) that "Some of the text books prescribed by law for use in public schools are entirely inadequate to meet the wants for which they are designed, and that we, as school officers and teachers, earnestly desire a change."—(Educational Weekly, November 15, 1877, and Pacific School and Home Journal, November, 1877.)

CHIEF STATE SCHOOL OFFICERS.

Hon. EZRA S. CARR, *State superintendent of public instruction, Sacramento.*

[Term, 1876–1880.]

Mrs. E. S. CARR, *deputy superintendent, Sacramento.*

STATE BOARD OF EDUCATION.

[Term of the governor expires December, 1879; that of the superintendents, in 1880.]

Name.	Office.	Address.
His Excellency William Irwin	Governor of the State and ex officio president	Sacramento.
Hon. Ezra S. Carr	State superintendent of public instruction, secretary	Sacramento.
A. L. Mann	Superintendent of San Francisco County schools	San Francisco.
F. L. Landes	Superintendent of Sacramento County schools	Sacramento.
L. J. Chipman	Superintendent of Santa Clara County schools	San José.
J. C. Gilson	Superintendent of Alameda County schools	Pleasanton.
E. W. Davis	Superintendent of Sonoma County schools	Santa Rosa.
S. G. S. Dunbar	Superintendent of San Joaquin County schools	Stockton.
Charles H. Allen	Principal of State Normal School	San José.

COLORADO.

STATISTICAL SUMMARY.

	1875–'76.	1876–'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6–21)	21,962	21,612	....	350
Enrolled in public schools	14,364	14,085	....	279
Average daily attendance	8,043	8,141	98	....
SCHOOLS.				
School districts	341	....	....	....
School-houses	217	219	2	....
Average time of school, in days	100	....	....	....
TEACHERS.				
Teachers in public schools	401	433	32	....
Average monthly pay of men	$60 00	$56 10	....	$3 90
Average monthly pay of women	48 00	51 45	$3 45	....
INCOME AND EXPENDITURE.				
Whole receipts for public schools	$235,854	$198,975	....	$36,879
Whole expenditure for schools	233,298	215,256	....	18,042
EXPENDITURE PER CAPITA —				
On school population	$7 93	$7 95	$0 02	....
On enrolment	12 12	12 20	08	....
On average attendance	21 65	21 10	....	$0 55

(From returns of Hon. Joseph C. Shattuck for the two years above indicated, except the items of districts and school-houses in 1875–'76, which are from the report of Hon. Horace M. Hale, late superintendent. Mr. Shattuck writes that the statistics for 1876–'77 are correct as far as they go, but that from some counties (Mexican) he had no reports. His explanation of decrease at several points is that heretofore *estimates* have been put in the summaries of particulars for counties not reporting. He has thought it best to stop that, and has made no effort to swell the aggregates by any guessing.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

For supervision of all county superintendents and of the public schools of the State there is a *State superintendent of public instruction*, formerly appointed by the governor, now chosen by the people for a term of 2 years.

For granting State diplomas to teachers of proven character, experience, culture, and ability, there is a *State board of education*, of which the State superintendent is president. The diplomas are to be of two grades, one entitling the holder to teach in high schools, the other in schools of lower grade, both for life.

LOCAL.

For supervision of county and district schools there are: (1) *county superintendents*, chosen by the people every 2 years, the year of election alternating with that for choice of State superintendent; (2) *boards of directors for school districts* (3 or 6 persons, according to population), chosen by the people with a view to eventual 3 years' service, but to be changed in one-third of their material by annual election; (3) *high school committees*, composed of the county superintendent of the county in which a union high school may be projected, and of 3 other persons to be chosen from their own number by the directors of districts uniting for the establishment of such a school.—(School laws of 1876 and 1877.)

ELEMENTARY INSTRUCTION.

NO STATE REPORT.

The report of the State superintendent of public instruction under existing laws is presented biennially, and none is due till the close of 1878. The information given in the preceding statistical summary and in the following matter relating to the schools of Denver is, therefore, the only intelligence as to elementary instruction for 1877.

CITY SCHOOL SYSTEM.

DENVER.

Officers.—A board of education of 6 members, chosen by the people for terms of 2 years, one-half being changed each year, has charge of the city school system. The board when organized chooses a superintendent not of its own number.—(Special school law of 1874.)

Statistics.—Children of school age (6–21), 2,481; enrolled in public schools, 2,078; average number belonging, 1,327; average daily attendance, 1,281. Teachers, including the superintendent and 2 teachers of German, 36; average number, 34. Expenditure, $59,061.

Additional particulars.—Corresponding with the steady growth of the city, the increase in enrolment during 5 years has been 76 per cent. and the increase in the average number belonging to the schools 145 per cent. The schools of the city are classed as primary, grammar, and high, the course in each of these covering 4 years. All pupils in and above the third primary grade are permitted to study German. The high school—in which are 3 courses of study, an English, a classical, and an English and classical—had in 1877 an enrolment of 103, and in the summer of that year graduated its first class, apparently of 8, and admitted 40 out of 50 candidates for the session of 1877–'78.—(Report of Superintendent Aaron Gove and of the board of education, 1877.)

TRAINING OF TEACHERS.

TEACHERS' INSTITUTES.

The only provision for the preparation of teachers for especially efficient school work, besides the institution of normal classes in the university, of which we shall hear more in a year or two, is one for institutes. Respecting these the law of 1877, section 80, directs that whenever assurance shall be given to the superintendent of public instruction by the county superintendents of two or more counties in any judicial district that not less than 25 teachers in said district desire to assemble for the purpose of holding a teachers' institute, he shall appoint the time and place of meeting and give due notice to the county superintendents of all the counties in the district. The State allows a sum not to exceed $100 for expenses, and permits boards of directors to close their schools during the session to allow teachers to attend, the pay of attending teachers going on during attendance.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

In the absence of a State report for 1877 there is no other information respecting these than that contained in the preceding paragraph respecting the Denver high school, except that the new school law of 1877 authorizes school boards in districts with populations of 350 and upwards to establish a separate high school whenever they shall deem it expedient or necessary, but not to erect or lease a building for it without the consent of the voters of the district. Two or more districts, as before intimated, may unite to form a union high school.

CHURCH SECONDARY SCHOOLS.

Two schools of high class for young ladies—St. Mary's Academy, Denver (Roman Catholic), and Wolfe Hall (Protestant Episcopal), at the same place—report for 1877 a total of 16 teachers and 181 pupils, 2 of these in classical courses and 46 in modern languages. Drawing and music are taught in both and each has apparatus for instruction in physics; Wolfe Hall, some means of chemical illustration, also. The latter reports a library of 840 volumes, the former of "about 500."

Jarvis Hall, Golden (Protestant Episcopal), a classical and commercial school for young men and boys, was also in operation during 1877, as previously.

PREPARATORY SCHOOL.

The regents of the new State university at Boulder have perfected their arrangements for preparing students for such of the university courses as they may select.—(Circular for 1877–'78.)

A return, apparently for the fall term of 1877, gives an attendance of 64 students, of whom 30 were in training for the classical and 10 for the scientific course.

SUPERIOR INSTRUCTION.

COLLEGES.

The *University of Colorado*, at Boulder, and *Colorado College*, at Colorado Springs, are now open, at least to preparatory students.

The university is, by law, "to provide the best and most efficient means of imparting to young men and women, on equal terms, a liberal education." It is to include eventually classical, philosophical, normal, scientific, law, and such other courses of instruction as the board of regents may determine, with a department of physical sciences. But all these, except the normal course and a preparatory department, are to be of gradual growth. A printed announcement for 1877–'78 states that arrangements have been made for preparatory and normal classes, and that classes in the university courses will be formed as required. It is to receive for its support one-fifth of a mill on all property assessed in the State; product at present, about $8,000.

Respecting Colorado College, there was a statement in the Colorado Springs Gazette, of June 23, 1877, that the college was then prepared to receive pupils of advanced standing and to carry them on to graduation. The school was taught in a wooden building, owned by the college, awaiting the erection of the new one, for which preparations were in progress. This was expected to cost $30,000, nearly $10,000 of which sum had been subscribed by the citizens of Colorado Springs. The American College and Education Society, it was stated, had pledged $20,000 toward the endowment of professorships. A later issue of the same paper states that contracts for the erection of the college building have been made, and its completion is looked for by the fall term of 1878.

No information respecting *Evans University* is at hand.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *State School of Mines*, at Golden, reports for 1877 an attendance of 14 pupils in its regular scientific department, besides 2 studying telegraphy and 14 in the preparatory department. This school was reorganized in 1877 as a free scientific school. After January 17, 1878, it is to be supported by a State tax of one-tenth of a mill on the dollar. The course of study appears to be substantially the same as reported in 1876.—(Return and printed circular, 1877.)

The *State Agricultural College*, Fort Collins, is, by law, "to afford thorough instruction in agriculture and the natural sciences connected therewith;" is to combine physical with intellectual training, to have a course of not less than 4 years, and to be open to both sexes. For its maintenance, a State tax of one-fifth of a mill is to be added to the interest of the moneys derived from the sale of the lands donated to it.

PROFESSIONAL.

Matthews' Hall, at Golden, the only institution that has been open for instruction in theology, or indeed for any of the professions, is now closed.—(Return for 1877.)

SPECIAL INSTRUCTION.

INSTITUTE FOR THE EDUCATION OF THE MUTE AND BLIND, COLORADO SPRINGS.

Thirty pupils have received instruction in this institution since its foundation in 1874. The present number is 26, of whom 12 are males and 14 females. English language, composition, penmanship, geography, history, arithmetic, scripture lessons, and drawing are taught. The employments are printing, shoemaking, gardening, housework, plain and fancy sewing, cutting and fitting of clothing, and crocheting. A 16 column weekly paper is published by the pupils.—(Return, 1877.)

CHIEF STATE SCHOOL OFFICERS.

Hon. Joseph C. Shattuck, *State superintendent of public instruction, Denver.*

STATE BOARD OF EDUCATION.

[Terms of office expire January, 1879.]

Members.	Post-office.
Hon. Joseph C. Shattuck, State superintendent, president	Denver.
Hon. William M. Clark, secretary of state	Denver.
Hon. A. J. Sampson, attorney general	Denver.

CONNECTICUT.

STATISTICAL SUMMARY.

	1875–'76.	1876–'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Children of school age (4–16)	135,189	137,099	1,910	....
Scholars registered in winter	98,923	99.657	734	....
Scholars registered in summer	89,832	90,845	1,013	....
Number registered over school age	4,454	4,894	440	....
Different scholars in public schools	119,106	119,208	102	....
Pupils in other than public schools	9,816	10,180	364	....
Pupils in schools of all kinds	128,922	129,388	466	....
Children of school age in no school	12,297	13,865	1,568	....
Average attendance in winter	74,369	75,732	1,363	....
Average attendance in summer	66,621	68,588	1,967	....
Per cent. of registered to enumeration	88.10	86.95	....	1.15
Per cent. in schools of all kinds	95.36	94.38	....	.98
SCHOOL DISTRICTS AND SCHOOLS.				
School districts in the State	1,493	1,487	....	6
Public schools	1,628	1,629	1	....
Departments in these	2,499	2,530	31	....
Schools with two departments	118	112	....	6
Schools with more than two	152	165	13	....
Whole number of graded schools	270	277	7	....
Departments in these	1,148	1,176	28	....
New school-houses built	26	22	....	4
Houses in good condition	883	922	39	....
Houses in fair condition	556	524	....	32
Houses in poor condition	212	201	....	11
TEACHERS AND THEIR PAY.				
Teachers in winter schools	2,656	2,676	20	....
Teachers in summer schools	2,638	2,659	21	....
Teachers continued in same school	1,780	1,904	124	....
Teachers who never taught before	539	478	....	61
Average monthly pay of men	$67 43	$64 55	....	$2 88
Average monthly pay of women	37 16	36 20	....	96
INCOME AND EXPENDITURE.				
Total income for schools	$1,560,565	$1,506,218	....	$54,347
Total expenditure for schools	1,529,181	1,510,222	....	18,959

(From the reports of Hon. B. G. Northrop, secretary of the State board of education, for the two years indicated.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State board of education,* composed of the governor, lieutenant governor, and four persons appointed by the general assembly for terms of four years each, with change of one each year, has general supervision and control of the educational interests of the State. This board appoints a secretary who acts as its executive officer throughout the State, with an assistant secretary for office work, and a general agent for the enforcement of the law which forbids the employment of untaught children in families, factories, or shops.

LOCAL.

Boards of school visitors for towns are composed of 6 or 9 members chosen originally in full at the annual town meeting, and changed in one-third of their number at each subsequent meeting. These boards have, under the State board, the direction of studies, examination and certification of teachers, and visitorial oversight of the town schools, attending to this last mainly through their secretary and a member annually assigned to that duty, called the acting school visitor.

Boards for school districts, into which towns may be divided, are ordinarily of 3 persons chosen by ballot at the annual district meeting, with a clerk, a treasurer, and a collector. The exceptional cases are in school districts succeeding to the old school societies, in which boards of education of 6 or 9 members have been elected, and are changed in one-third of their material by subsequent annual election.—(School laws, edition of 1872.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

No great or striking signs of progress can ordinarily be looked for in any single year in the school system of an old and well established State. It is only as we compare several years one with another that such progress can usually be found. But here the board of education says in its report that the history of the schools for 1877, as far as it could be read through the statistics, was very satisfactory; and looking at these statistics we see ground for the satisfaction shown. The increase of enrolment in the public schools, 734 in winter and 1,013 in summer, indicates, for example, some fair approach to a harvesting of the increase of children of school age, 1,910. The increase of average attendance, 1,363 in winter and 1,967 in summer, is even more encouraging, although against this has to be set an increase too of 1,568 in the number attending no school; but, as the board says, a large proportion of these non-attendants are children of such tender age that their absence from school is hardly a matter for regret. We find 7 more graded schools, with 28 more departments; while to meet the increase in enrolment and attendance there were 20 more teachers in the winter schools and 21 in the summer schools, as well as 124 more who, for at least the second year, were settled in the same school, showing a gradual approach toward permanency. The receipts for school purposes have, it is true, fallen off $54,347; but in view of the shrinkage in the valuation of all property and in the prices of the commodities of life, the whole receipts, with even this large falling off, the board says, represent a greater sacrifice upon the people's part than formerly, and a greater power to purchase commodities and services than the larger looking income of 1876.

The part of the history not to be told in figures, in the opinion of the board, is not less satisfactory; the interest of the people in the schools which they maintain, the industry and activity of the corps of teachers, and the obedience and diligence of the scholars having been fully up to the high standard of past years.—(Report of board for 1877.)

NEGLECTED CHILDREN.

Mr. Northrop says that Mr. Giles Potter, the agent of the State board for the purpose, has rendered during the year efficient service in securing the observance of the law for the prevention of illiteracy. The plan of visiting schools to ascertain from pupils and teacher the extent of absenteeism has proved very useful. The question "Does any scholar in this school know of a boy or girl of school age who has attended no school this term or this year?" usually reveals the real facts in each case. These inquiries have increased attendance and served to magnify the importance of the school both with pupils and parents. For the mere fact that the State, in its enforcement of attendance, is found thus to be looking after individual children, leads many parents, especially foreigners, to a higher appreciation of the school and of their own parental duties.

The gain in attendance since the adoption of a compulsory law (it being followed up by the visits of an agent) abundantly shows the value of the enactment and compensates for the effort to secure a general observance of it. Besides the systematic work of the agent, Mr. Northrop himself, as the secretary of the State board, keeps in view the needs of the neglected children in his visits to towns, to schools, and factories, in his conferences with school officers, and in public lectures. He has thus delivered 76 lectures and paid 57 visits to 42 different towns, while Mr. Potter has visited 43 towns and 258 departments in 189 schools, each finding children illegally kept from school and bringing many of them in.

The law, as Mr. Northrop justly says, should not relax efforts at persuasion. The prime thing is to make the schools so good and their advantages so inviting that attendance may come to be regarded as a privilege and not have to be imposed as a necessity. A little kind endeavor in such circumstances will usually bring in the absentees. But when such means fail and reasoning also fails, coercion must come in to protect helpless children in their right to an education, and give them at least the 60 days of annual schooling which the law now requires.—(Report for 1877.)

SOME EFFECTS OF COMPULSION.

Mr. Northrop, having been abroad in the summer of 1877 to observe some things in European school systems, makes a favorable report of the workings of a compulsory educational law in several of the English cities. In London, where such a law has been pretty rigidly enforced, he says that, as a result, there has been already, according to the testimony of the city officers, a considerable reduction in the number of juvenile offences and in the cost of youthful pauperism. Every gang of young thieves known to the police has been broken up, and city Arabs that had been almost unmanageable sit now in the schools beside the sons of industrious citizens in healthful and improving competition. The superintendent of the Holloway Prison testified that, apparently in consequence of this training of the children, there had been committed to his prison in the year past only 28 male juvenile offenders and no females, though in 1869 there were 136 males and 21 females so committed. Similar testimony to the good effects of compulsory attendance on the schools, with moral influences brought to bear upon the children there and elsewhere, came to him from other cities.— (Report for 1877.)

OTHER TOPICS TREATED.

The adornment of school grounds with proper shade trees is strongly urged by Mr. Northrop in this as in previous reports, and it is pleasant to note that through his efforts much progress in this good work has been effected. State uniformity of text books he writes decidedly against, as greatly expensive to begin with and fruitful afterward of embarrassment and litigation. Industrial education, as a preparation for the future work of life, has considerable space devoted to it, but no definite plan for it is proposed. The advantages of European schools of forestry are also largely dwelt upon and the methods of those schools described.

KINDERGARTEN.

One school of this class, 287 Myrtle avenue, Bridgeport, reports 80 children of 4 to 9 years of age under the instruction of one principal and 4 assistants in 1877, the school being held 5 hours daily for 5 days in each week, with 40 weeks in the school year.—(Return.)

CITY SCHOOL SYSTEMS.

OFFICERS.

In Hartford, a board of school visitors of 9 members, one serving as acting school visitor; in the other cities, boards of education of 9 or 12 members, with city superintendents of schools; term of service in each case, 3 years, one-third going out each year, to be replaced by new election.

STATISTICS.

City.	Population.	Children of school age.	Enrolment.	Average attendance.	Teachers.	Expenditure.
Bridgeport	24,745	5,864	4,735	3,193	81	$60,188
Hartford	41,600	9,621	7,596	5,038	160	194,962
Meriden	10,945	....	....	....	....	....
Middletown	7,000	1,415	1,048	676	22	26,272
New Haven	58,675	12,964	11,426	7,491	204	206,436

ADDITIONAL PARTICULARS.

In *Bridgeport*, 333 scholars in the ordinary evening schools and 99 in an evening drawing school, added to the 4,735 enrolled in the day schools, give a total enrolment of 5,167. Adding also the 6 teachers in the evening schools to the 81 in the day schools, we have a total of 87. The evening schools were open only twice a week, and hence secured a more regular attendance and more satisfactory results than is customary where the sessions include 4 or 5 evenings in the week. The schools were newly classified and graded in the school year 1876–'77, in accordance with a course of study adopted at the beginning of the year. In the primary schools, the word and phonic methods of teaching reading took the place of the longer and more tedious alphabetic method, saving much time and trouble. In the grammar and high schools, a system of monthly written examinations was carried on through the year with excellent results; and, as the teachers were thus relieved from keeping daily records of scholarship, they were able to give their whole time in school to the work of instruction. Oral examinations by different members of the board of education and by the city superintendent have also aided in stimulation. For this purpose some 1,400 visits have been made to the schools, the visits varying in length from a few minutes to a room to an entire session. A city high school, opened at the beginning of the year, enrolled 82 different pupils, and spread an influence for good through all the other schools, by presenting a standard toward which all may strive. Drawing was introduced into the schools during the year and vocal music was prosecuted as in previous years from the lowest to the highest grade.—(Report of Superintendent H. M. Harrington for 1876–'77.)

Hartford had, in addition to her day schools, 2 evening schools continued during the winter and enrolling 529 pupils, with an average attendance of 192. The studies were mainly elementary and the results appear to have been encouraging. In all the district schools the text books used are of the same kind, and only such books are used and such studies pursued as have been prescribed or authorized by the school board. A portion of each session is devoted to singing, in which all pupils are expected to join. Instruction in the rudiments of music is also given. Drawing is begun in the first grade, and is continued through at least the second year of the high school. German is provided for in 6 grades, entering also into the first two high school years. The high school, under its able principal, Mr. Joseph Hall, retains its high standard of admission and graduation, and includes, besides the pupils from the grammar schools, about 100 scholars from the neighboring towns, enrolling 450 in the spring of 1877. The great increase in its attendance required in that year the erection of an addition sufficient to accommodate upwards of 200 more pupils with study and recitation rooms. This was accomplished at comparatively small cost, and with great improvement of the interior; but unfortunately the exterior was not made to harmonize with the elegance of the main building, and thus impairs the beauty of the whole.—(Report of board for 1876–'77, through Acting School Visitor John H. Brocklesby.)

Middletown.—As to teachers, it is pleasant to learn that here all who were appointed at the commencement of the school year 1876–'77 were retained to its close, and, at the annual election in June, were reëlected to their former positions. As to studies, we are told that drawing receives attention, that instruction in the metric system has been introduced, and that in the "senior department" there is a commercial course to fit pupils for business, as well as classical and English courses to fit them for college or for refined domestic life. As to methods, we learn that in the primary classes the book is laid aside and words in common use placed on the blackboard in view of all. These the children write on slates and learn to spell from memory. The slate receives also a copy of the drawing lesson while some are constructing the same figure of larger size on the board. The pupils are taught to make figures and form their simpler combinations on the slate. The teacher walks among the pupils, needing no book, and calling for answers to her questions from whom she will. Frequent reviews fix these lessons in the mind, until at the close of the term a review of 80 days' work seems little more than an ordinary lesson. The little ones store away in a year nearly one thousand useful words which they can write or spell at any time, besides the first lessons in drawing and arithmetic.—(Report of the board of education, acting school visitor, and Superintendent H. E. Sawyer for 1876–'77.)

At *New Haven* the system of instruction, based on a scheme of studies adopted in 1870, has become quite uniform throughout all the grades, and has, during 1876–'77, demonstrated its efficiency even more than in any previous year. The ratio of enrolment to the number of school age has been also greater and the aggregate attendance fuller than ever before. In the truant school, the attendance has been 94 per cent. of the enrolment throughout the year, many of the boys not being absent once in a whole term and some not for two terms. The number attending the evening school was not as large as in preceding years, but the application to study on the part of those who came resulted in an improvement more than usually satisfactory. The grading of the day schools—with the exception of 3 that, for special reasons, are ungraded—is upon the now customary basis of 8 grades of a year each below the high school, with 4 years in that school. Class promotions are made, as a rule, each year, sometimes twice a year, while individuals found, at the monthly examinations, to be fitted for a higher grade are advanced without waiting for their classes. With a view to securing a steady supply of home trained teachers, 22 pupil teachers have been kept under training, doing duty as instructors and furnishing substitutes for regular teachers who from any cause are absent from their posts. During each year these young teachers are said to save the city more than one thousand dollars, which, without them, would have to be paid for substitutes brought in from without or kept in pay for meeting exigencies.—(Report of Superintendent Ariel Parish for 1876–'77.)

THE TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

This institution, still continued at New Britain and devoted to special preparation of teachers for the public schools, reported for the fall term of 1877 a total of 8 instructors with 127 students, 36 graduates in the preceding scholastic year, and 26 of these engaged in teaching. Drawing is taught, with the aid of models, casts, apparatus, and examples. Vocal music is also attended to, and there are means for illustration in chemistry and physics, with a library of about 1,200 volumes.—(Return for 1877.) Of the continued and increasing efficiency of the institution Secretary Northrop speaks very highly in his report for the same year.

TEACHERS' INSTITUTES.

Legal provision is made for holding these with a view to instruction in the best modes of administering, governing, and teaching public schools, and it appears from the report that twenty-three such were held, five as county institutes and eighteen for towns. At these last, the custom has been to visit in the morning the schools of the place and observe their methods in order to adapt the instruction in the meetings to local needs. Then, in the afternoon, the schools being dismissed, the teachers and friends of education hold a session of two or three hours, with another shorter one in the evening. Special prominence has been given during the year to instruction in map drawing.—(State report.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

No specific report of the high schools of the State being made through the board of education or its secretary, we are dependent, as in former years, on city school reports for almost all our information concerning them. In the high schools of Bridgeport, Hartford, and New Haven, we find well arranged 4 years' courses, both English and classical, the latter preparing for the academical departments of the best colleges, the former for the scientific departments or for ordinary business pursuits. At New Haven, Greek, which has been for some years omitted, was restored in 1876, making the school again preparatory to Yale College, as well as to the Sheffield Scientific School. The "senior department" of the schools of Middletown appears also to be substantially of high school grade, with a 4 years' course in classical as well as English studies, the former including Latin and French for 3 years, the latter substituting history for the Latin and French of the second and third years. In these 4 schools there appear to have been 1,213 pupils enrolled during 1876–'77, with an average attendance of 828, under 35 teachers.

In the town reports of Enfield and Thomaston, appended to the State report published in 1877, three high schools in the former and one in the latter are spoken of as adding much to the advantages for education; but no statistics respecting them are given. In that from Meriden, in the appendix of the report for the following year, the need of such a school is strongly dwelt upon. In most of the larger villages there are understood to be higher departments of graded schools which give high school instruction, while such institutions as the Bulkeley School, New London; the Morgan School, at Clinton, and the Norwich Free Academy appear to unite the characters of the old academy and the modern high school.

OTHER SECONDARY SCHOOLS.

For detailed statistics of private academic schools and schools for the preparation of students for college, see Tables VI and VII of the appendix, and the summaries of these in the Report of the Commissioner preceding.

BUSINESS COLLEGES.

No business college is reported for 1877 in this State, but a commercial course extending through two years is reported by the board of education of Middletown as connected with the "senior department" of the public schools there, which is substantially a high school. The course includes arithmetic, algebra, commercial forms and calculations, book-keeping, rhetoric, and natural philosophy.

SUPERIOR INSTRUCTION.

COLLEGES.

Trinity College, Hartford, *Wesleyan University*, Middletown, and *Yale College*, New Haven, report by catalogue or circular for 1877 a total of 58 instructors in academical departments, with 832 students, of whom 15 were in special courses and 51 graduates pursuing studies beyond those of the regular 4 years' course. In the Art School of Yale there were also 23 students. The libraries of the three colleges number respectively 18,000, 27,000, and 83,000 volumes, besides those of students' societies and others to which students have access. All three set a high standard for admission to the freshman class and in all the course of study is well arranged and full. In Trinity there is little option as to the studies of the regular course; but studies additional to that may be prosecuted by those who desire a degree in science as well as in arts, and students in special courses are allowed to prosecute such studies, always including Latin, as they may be found qualified to pursue, reciting with the regular classes in these studies.

At Wesleyan and Yale there is large liberty of choice in the junior and senior years, and at Yale, where this liberty was not given till 1876, it is reported to have worked most satisfactorily, the students being carried farther in the separate departments, and this with more continuity of effort and more enthusiasm.—(Catalogues and reports of 1876–'77 and 1877–'78.)

COLLEGES FOR WOMEN.

For detailed statistics of this class of institutions, see Table VIII of the appendix, and the summary of it in the Report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *Sheffield Scientific School of Yale College*, having received in 1873 the national grant for the promotion of scientific education, thus became the Connecticut College of Agriculture and the Mechanic Arts. There is a 3 years' course, with graduate courses beyond this. The instruction is intended for graduates of colleges and other persons qualified for advanced or special scientific study, as well as for undergraduates. The graduate courses lead to the degree of PH. B., C. E., or D. E. (dynamic engineer). In the undergraduate department the courses of instruction most distinctly marked out are in chemistry, civil engineering, dynamic or mechanical engineering, agriculture, natural history, biology as a preparation for medical studies, studies preparatory to mining and metallurgy, and select studies preparatory to other higher studies. The number of students in 1877 was 194.—(Catalogue of college, 1877.)

THEOLOGICAL.

The institutions for theological instruction in Connecticut are the *Theological Department of Yale College* (Congregational), the *Berkeley Divinity School*, at Middletown (Protestant Episcopal), and the *Theological Institute of Connecticut*, at Hartford (Congregational), each with a course of study covering 3 years, and all together containing about 175 students. The school at Yale requires for admission a liberal education at some college or such other literary acquisitions as may be considered an equivalent preparation. The requisitions for admissions to the Berkeley school are nearly as high; out of 27 students reported in 1877, some degree in letters or science had been received by 24. In the Theological Institute, at Hartford, 18 out of the 31 students had received such a degree; at Yale, 86 out of 102 undergraduate theologues, and 2 out of 5 resident licentiates.—(Returns and catalogues, 1877.)

LEGAL.

The *Law Department of Yale College* embraces one course of instruction for graduates and another for undergraduates, each covering 2 years. The methods of instruction in the undergraduate department are by daily lectures and recitations from text books, with weekly moot courts. In the graduate course, the degree of master of law is conferred at the close of the first year and that of doctor of civil law at the end of the second.—(College catalogue and return of law school, 1877.)

MEDICAL.

The *Medical Institution of Yale College* reports an attendance for 1877 of 56 students, of whom 16 had received a degree in letters or science. Only the more elementary branches are studied during the first year; the more practical studies come in the second, while provision is made for a third in which those of the entire course are reviewed, with the addition of such collateral branches and advanced courses of reading as may be advisable. To receive the degree of the school, students must have attended two full courses of public lectures and studied medicine for three years; except in the case of college graduates, whose diplomas are received as equivalent to certificates of medical study for one year.—(Return and college catalogue, 1877.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The *American Asylum for the Deaf and Dumb* at Hartford was founded in 1817, and has since had 2,141 pupils under instruction. The present number attending is 272, of whom 162 are males and 110 females. Sixty graduates of this school have become teachers in similar institutions. The course of study comprises the common English branches and articulation. Cabinet making, shoemaking, and tailoring are the employments taught. During the year, instruction in articulation and lip reading has been given to 40 pupils, of whom 16 are semi-mutes and 24 are deaf-mutes. The number of deaf-mutes of school age in New England is estimated at 775, of whom perhaps 400 are at school, leaving 375, nearly half, not receiving a regular education. These figures, it is remarked, are not creditable to New England, although it is believed that since the American Asylum first opened its doors no deaf-mute applying for admission has been turned away for lack of room.—(Reports for 1876–'77 and 1877–'78.)

Whipple's Home School for Deaf-Mutes, at Mystic River, a private school organized in 1869 for the special purpose of teaching articulation and lip reading, reports for 1876–'77 an attendance of 19 pupils, 15 of them being males. The branches taught are reading, silent and vocal, penmanship, composition, arithmetic, history, geography, facts from natural history, chemistry, astronomy, and lip reading. The boys are employed about the farm and the girls in the house. No trades are systematically taught. The institution owns 57 acres of land.—(Return, 1877.)

SCHOOL FOR IMBECILES, LAKEVILLE.

This school, established in 1858, reports an attendance during the year 1876–'77 of 84 pupils, 48 of them males and 36 females. The branches taught are hand training, object lessons, articulation, reading, spelling, arithmetic, geography, writing, drawing, sewing, fancy work, singing, dancing, gymnastics, and manual labor. All the children in the institution have made some progress during the year. Even those who are too low in the scale to show very marked advancement in school education have improved as to order, quiet, and tidiness.—(Return and report, 1877.)

SCHOOL FOR NURSES.

The *Connecticut Training School for Nurses*, at New Haven, opened in 1873, reports for 1877–'78 a head nurse and 11 to 14 pupil nurses in training for intelligent ministration to the needs of the wounded and the sick.—(Return.)

CONNECTICUT INDUSTRIAL SCHOOL FOR GIRLS.

This school, situated at Middletown, is not a State institution, as its name would seem to indicate, but a private charity, incorporated and employed by the State for the guardianship and training of girls who are in danger of being led into vice and crime. Retained till they are 18 years of age, or till safe places can be found for them at an earlier day, they receive the elements of a good English education, are trained to various industries, and have the use of a good library, with pleasant shelter in three different "homes," one of which was completed and occupied by the older girls during the year 1876. At the opening of 1877 there were 109 inmates under 16 instructors, including matrons and superintendents.—(Report, 1877.)

CONNECTICUT STATE REFORM SCHOOL, WEST MERIDEN.

There were 404 boys under instruction here during 1877, of whom the greater part were almost wholly ignorant at the time of their admission, while the 256 remaining at the date of the report could all read and write, nearly all could perform the simpler operations in arithmetic, 198 were studying geography, and 10 were studying history. Four hours each day are devoted to study under 6 teachers; vocal music is taught, and with instruction in morals, manners, and religion, there is also a training in such industries as gardening, chair making and seating, shoemaking, &c., for six hours in each working day. In all, 2,665 boys have enjoyed these advantages since the organization of the school.—(Report for 1877.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The thirty-first annual meeting of the State Teachers' Association was held at Hartford, commencing October 25, 1877.

The first address was delivered by Prof. W. M. Barbour, of Yale College, on "The rights of the taught." The remainder of the day was occupied by music, recitations, and the appointment of committees. The other papers presented were "Physiology in school," by F. A. Brackett, principal of the Bristol High School; "Concerning primary teachers," by Miss Marshall, of the New Britain High School; "Taskbooks and taskmasters," by H. C. Davis, of New Haven; "Curiosities of our school laws," by I. C. Libby, of Middletown; "The teacher, his work and rewards," by J. K. Bucklyn, of Mystic Bridge; "Confidence between boys and teachers," by F. W. Gunn, of Washington, Ct.; "Teachers' reading," by Mr. Spaulding, of Rockville; "The claims of writing in our public schools," by Superintendent Harrington, of Bridgeport, and "History in all grades," by Mr. Drake, principal of the South School, New Haven. Addresses were made by Secretary Northrop, Rev. Mr. Noble, of New Haven, and Governor Hubbard; also briefer remarks by Mr. Burleigh, of Plainfield, J. Coats, of Andover, and others, in which each made various suggestions based upon his experience in teaching. A number of gentlemen also took part in the discussion of most of the papers read. The programme was varied by music, readings, and the exercises of a military company composed of the boys of the Asylum Avenue School.—(New-England Journal of Education, November 1, 1877.)

CHIEF STATE SCHOOL OFFICERS.

STATE BOARD OF EDUCATION.

Name.	Post-office.	Expiration of term.
His Excellency Richard D. Hubbard, governor, ex officio	Hartford	1879
His Honor Francis B. Loomis, lieutenant governor, ex officio	New London	1879
Elisha Carpenter	Hartford	1879
William H. Potter	Mystic River	1880
Origen S. Seymour	Litchfield	1881
Francis A. Walker	New Haven	1882
Hon. Birdsey Grant Northrop, secretary of the board	New Haven	....

DELAWARE.

STATISTICAL SUMMARY.

	1876.	1877.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (5–21)	....	31, 849	....	....
Colored youth of school age	....	3, 800	....	....
Whites enrolled in public schools	....	22, 398	....	....
Colored enrolled in public schools	....	1, 663	....	....
Whole enrolment	21, 587	24, 061	2, 474	....
Average number in each school	58	....	....	....
SCHOOLS.				
Number of public schools	370	....	....	....
Average duration in days	....	146	....	....
School-houses	268	....	....	....
Schools visited	276	....	....	....
Number of these with blackboards	250	....	....	....
Number with maps and charts	26	....	....	....
Number with globes	13	....	....	....
TEACHERS.				
Teachers in public schools	430	501	71	....
Number holding certificates	462	....	....	....
Average monthly pay out of Wilmington	$30 75	$30 75	....	....
INCOME AND EXPENDITURE.				
Whole income for free schools	$216, 225	$216, 225	....	....
Whole expenditure for free schools	216, 225	*a*218, 025	....	....
SCHOOL PROPERTY.				
Estimated value of all school property	....	$450, 957	....	....

a This includes the salary of the State superintendent, $1,800.

(From returns of Hon. James H. Groves, State superintendent of free schools, for the two years indicated.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

For supervision of the free instruction given in the State, there is a *State superintendent of free schools*, appointed by the governor for a term of one year.

A *State board of education*, composed of the president of the State college, the State secretary, and State auditor, with the State superintendent, hears appeals from the superintendent's decisions and from those of lower officers, determines the text books to be used in the free schools, and issues blanks for records and returns.

LOCAL.

School committees of districts, composed of 3 persons, one chosen by the school voters of the district every year for a term of 3 years, have charge of all school matters in their respective districts in the rural portions of the State. For the city of Wilmington there is a board of education elected under a special law.—(School laws of 1868 and 1875.)

ELEMENTARY INSTRUCTION.

PUBLIC SCHOOLS FOR THE COLORED CHILDREN.

The Delaware Association for the Education of Colored People, which, by act of 1875, amended in 1877, has special care of the interests of schools for this race, reports that in the year ending June 30, 1877, these schools have made creditable progress. As far as possible, able and competent teachers were placed in charge, and personal inspection of schools by the actuary showed them to be, as a rule, well managed. The average expenses of each school are about twenty-four dollars a month, of which eight or ten dollars are furnished by the association from the proceeds of the taxes levied on the colored people, the remainder coming from voluntary subscriptions, mainly paid by the colored people themselves. The number of schools thus sustained in 1877 was 33; the highest enrolment in them in any one month, 1,663; the income for them, $1,963; the expenditure, $1,866.—(Report of actuary, 1877.)

FREE SCHOOLS FOR WHITES.

The report of the State superintendent is presented at the biennial sessions of the legislature, which occur in the years of even numbers. None was published therefore for 1877 except a brief summary of statistics. The items of this, given above, afford few points of comparison with those of the preceding year, but they show an enrolment of white and colored pupils in the free schools increased by 2,474, with an increase of 71 teachers. As the system of examining teachers and licensing only those found qualified has been going forward meanwhile, this increase in the number of teachers counts for much more than it would have counted before 1875.

CITY SCHOOL SYSTEM.

WILMINGTON.

Officers.—A board of education, composed of two persons chosen from each of the 10 wards into which the city is divided, one-half apparently changed each year, with a city superintendent as executive officer.

Statistics.—Estimated population, 40,000; youth of school age (6–21), 9,178; enrolled in public day schools, 6,687; average number belonging, 4,582; average daily attendance, 4,158; per cent. of attendance on average belonging, 90.8; number of teachers, 105; expenditures ($15.61 per pupil enrolled), $104,384.

Additional particulars.—The city owns 18 school buildings, with a capacity for seating 5,364 pupils, and with furniture, apparatus, and books valued at $18,445; total value of all school property, $265,339. There are 16 primary schools, in which both sexes are taught together; 2 grammar schools and 1 high school for girls, and the same number of each for boys; with a Friday evening special school to instruct teachers in their work and prepare them for their examinations. Considerable extra time on other evenings was given to this school during 1876–'77. From November 21, 1876, to February 20, 1877, a night school was maintained for such as could not attend the day schools, the enrolment in it reaching 116 and the average attendance 72. In addition to the other instruction, lectures on chemistry, electricity, natural philosophy, sulphur and its compounds, were delivered in this school, with illustrative experiments, which appear to have been both interesting and instructive.—(Report of Superintendent David W. Harlan for 1876–'77.)

TRAINING OF TEACHERS.

NORMAL CLASSES.

In the State College at Newark there appear to have been, in 1877, 13 normal students preparing for work in the public schools, though no special normal course is indicated.—(Catalogue, 1877.)

In the city of Wilmington—besides the Friday evening normal class before mentioned, which deals with already accepted teachers, and prepares them for examinations and for higher work—there was in 1876–'77 a training school for the preparation of young persons for teaching. The standard of qualifications for admission requires candidates either to complete the high school course (for women) or pass an examination. When admitted they are made familiar with methods of teaching, discipline, and classification, by teaching under the supervision of a principal 4 weeks in each of 3 primary divisions of the public schools, being required to prepare each day's lessons in advance and to observe and follow out the methods of instruction and discipline presented to them. Fifteen young ladies were enrolled in this school during the year, of whom 8 received appointments as regular teachers before the expiration of the term for which they entered, 6 completed the term of 12 weeks, and 1 remained on the roll at the end of the year.—(Report of Wilmington schools for 1876–'77.)

TEACHERS' INSTITUTES.

For five years past the teachers of the Wilmington public schools have been called together once a month to hear lectures on educational subjects, deriving much benefit therefrom. During 1876–'77 a variation was made in this order by calling together occasionally only the teachers of particular grades. These grade meetings have proved so useful, by admitting a closer discussion of methods of teaching and governing and a freer criticism of observed defects, that Superintendent Harlan advises a change of rule providing for holding only a two days' institute after the Christmas holidays and for meetings of the superintendent with teachers of one grade at a time as often as once a month.—(Report.)

The State superintendent by law holds in each county annually a three days' institute for the teachers of the county, who are required to attend.—(School law of 1875.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

In the Wilmington High School for Boys, Latin, including the Æneid, is studied in connection with a good English course. In the one for girls in the same city the course has been reported as "nearly the same," modern languages being apparently substituted for the Latin. In the former there were 63 enrolled during 1876–'77 and 16 withdrawn, leaving 47 at the close of the year, of whom 9 were graduated. In the latter the total enrolment was 41; the withdrawals, 5; the number remaining at the close, 36; the graduates, 8.—(Report for 1876–'77.)

PRIVATE SECONDARY SCHOOLS.

For detailed statistics of this class of schools, see Table VI in the appendix, and a summary of this in the Commissioner's Report preceding.

SUPERIOR INSTRUCTION.

DELAWARE COLLEGE.

There was here, in 1877, as previously, the usual classical collegiate course of 4 years, as well as a literary course of 3, the latter designed especially for young women, but open to others who may prefer it. This omits the higher mathematics and substitutes one of the modern languages for Greek. A selection of studies is also allowed to such students as may not care to take a full course in any department. Normal students receive training for instruction in the public schools. Statistics for 1876–'77: Instructors, 5; classical students, 7; literary, 19; normal, 13; independent, 4.—(Catalogue, 1877.)

WESLEYAN FEMALE COLLEGE, WILMINGTON.

This institution for the superior instruction of young women includes in its studies music, painting, drawing, Latin, French, and German, and has apparatus for illustration of chemistry and physics. There is no library belonging to the college, but those of three societies of students aggregate about one thousand volumes. There is no report of instructors or students for 1877.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The scientific department of Delaware College supplies the place of a distinct agricultural and mechanical college for the State. Its course is of 3 years, embracing English literature, mathematics, engineering, the physical sciences, and agriculture, with Latin, French, or German. The farm of the professor of agriculture, near by, is used as a field of practice and experiment. For the accommodation of young men who can only leave their homes during the winter, and who do not wish to pursue a full course of collegiate study, a special course in agriculture has been arranged to extend through the months of November, December, January, and February. To this, any person of good character over 16 years of age may be admitted without preliminary examination, on a simple pledge to conform to the college rules of order and study. The instructors in this department are the same as in the college; scientific students, 19.—(Catalogue for 1877 and circular for 1877–'78.)

PROFESSIONAL.

As stated in reports of previous years, there appear to be no professional schools within the State, those of the neighboring city of Philadelphia being sufficient for all present needs.

SPECIAL INSTRUCTION.

TRAINING OF THE BLIND, MUTE, AND FEEBLE-MINDED.

Without institutions of her own for training these unfortunates, Delaware avails herself of the facilities afforded in this direction by her neighbor Pennsylvania, and had under instruction there in 1877 at least 7 deaf-mutes, 5 blind, and 4 feeble-minded children.—(Reports of Pennsylvania institutions for these classes.)

CHIEF STATE SCHOOL OFFICERS.

Hon. JAMES H. GROVES, *State superintendent of free schools, Smyrna.*

STATE BOARD OF EDUCATION.

Members.	Term expires.	Post-office.
W. H. Purnell, LL. D., president of State college, chairman		Newark.
J. C. Grubb, secretary of state	January, 1879	Wilmington.
James H. Groves, State superintendent of free schools		Smyrna.
N. Pratt, M. D., State auditor, secretary	January, 1879	Milford.

FLORIDA.

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State superintendent of public instruction* has "the oversight, charge, and management of all matters pertaining to the public schools, school buildings, grounds, furniture, libraries, text books, and apparatus."

A *State board of education*, composed of the State superintendent, secretary of state, and attorney general, has charge of the school lands and school funds of the State, of the preparation for a future State university, and of questions and appeals referred to it by the superintendent, with coöperative power in the organization of the department of instruction for the diffusion of knowledge throughout the State.

LOCAL.

County boards of instruction, of which the county superintendents of schools are the secretaries and agents, have charge, for their respective counties, of all matters relating to the establishment, visitation, and general management of public schools within their field of action, the visitation being by the county superintendent once in each term at least, and the examination of teachers mainly by him.

District trustees, appointed by these county boards, have like charge and responsibility within their narrower spheres; they are to visit the schools once a month and to make quarterly reports of them to the county superintendent.

The terms of office, in all cases not to exceed four years, are during good behavior.—(School law of 1872.)

ELEMENTARY INSTRUCTION.

NO STATE REPORT.

Partly from a change of the legislative sessions from annual to biennial and partly from an almost complete change of the school officers of the State in 1877, no report of the public schools for 1877 has been published. The State superintendent does not feel able to furnish even an outline of statistics until the school system shall have been put into some fair working order. For any full information, therefore, we shall probably have to await the biennial report for 1878 and 1879.—(Letter from Superintendent Haisley.)

SCHOOLS.

According to the State law of 1872, still in force, the elementary schools are to be of primary, intermediate, and grammar grades; and the studies in them are to be spelling, reading, writing, arithmetic, geography, and history. In the country districts, however, as shown by past State reports, grading has been generally impracticable and appears to have been only carried out in a few of the larger towns. The grading in these has been greatly aided by the requirement of the agent of the Peabody fund that places receiving help from the fund should grade their schools (providing a teacher for every 50 pupils) and make them model schools with sessions of about ten months. The towns helped in 1876–'77 were Jacksonville, Tallahassee, St. Augustine, Key West, Monticello, Ocala, and Pensacola. In these, of course, the schools were graded, under the condition above mentioned, and the amounts allowed them indicate a total of more than 1,800 pupils, with an average attendance of over 1,500, taught by some 37 teachers.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Of these Mr. Hicks wrote in 1876: "The high schools of the State are the Douglas (colored) and Sears (white) High Schools at Key West; the Duval (white) and Stanton (colored) High Schools at Jacksonville; the Peabody (white) High School at St. Augustine; the Madison High School at Madison; the Lincoln Academy (colored) at Tallahassee; the Midway, near Miccosukee, in Leon County; the Quincy Academy at Quincy; the Jefferson High School at Monticello; the Franklin High School at Appalachicola, and the Pensacola High School, Pensacola. These are all high schools in the sense that their curriculum of studies embraces Greek, Latin, chemistry, natural philosophy, astronomy, physiology, botany, and all the higher branches of arithmetic. The East and West Florida seminaries, situated at Gainesville and Tallahassee, are not included among these, and rank as distinct institutions." How many of these survived in 1877 does not appear from any official authority; though efforts have been made to ascertain. A private correspondent says that most of the old academies in the list, once managed by boards of 5 to 9 trustees, went down at the conclusion of the war. Subsequently, however, they were revived and run as free schools, though not always with success. Under an arrangement with the agent of the Peabody fund in 1867, the Jefferson Academy at Monticello, which had survived the war, became also a free school, and continued such till the close of 1877, when it reverted to the pay school system. "The high school at Jacksonville" (which one is not specified) is reported by the same correspondent to have been in fine order up to the same period, and the Pensacola Academy to have enrolled 241 scholars, with an average attendance of 209.

OTHER SECONDARY SCHOOLS.

For statistics of all schools of this class in the State, including those of the East and West Florida seminaries, which have a special academic character, while aiding somewhat the public school system, see Table VI of the appendix, and the summary of it in the Report of the Commissioner preceding.

SUPERIOR AND SCIENTIFIC INSTRUCTION.

STATE UNIVERSITY AND COLLEGE.

The constitution of 1868 declares that "the legislature shall provide a * * * university." The school law adopted under this constitution is entitled "An act to establish a uniform system of common schools and a university." In section 11 of that law the State board of education is required "to use the available income and appropriations to the university or seminary fund in establishing one or more departments of the university at such place or places as may offer the best inducements, commencing with a department of teaching and a preparatory department." The financial condition of the State has not thus far been propitious for such enterprises, and even these incipient departments of the future university are yet to be established.

The State Agricultural College, meant also to be a department of the university, being in danger of losing through lapse of time the land grant made for it by Congress, was located in 1876 at Eau Gallie, in the southern portion of the State, and some buildings were erected for its use. Of its organization and operations since that time no report has reached this Bureau.

SPECIAL INSTRUCTION.

NO SCHOOLS.

As far as known, there are in this State no schools for the instruction of the deaf and dumb, of the blind, of the feeble-minded, or of those who need to be at once educated and reformed.

CHIEF STATE SCHOOL OFFICERS.

Hon. W. P. Haisley, *State superintendent of public instruction, Tallahassee.*

STATE BOARD OF EDUCATION.

[Terms, January 1, 1877, to January 1, 1881.]

Members.	Post-office.
Prof. W. P. Haisley, A. M., State superintendent of public instruction, president	Tallahassee.
Hon. W. D. Bloxham, secretary of state	Tallahassee.
Hon. George P. Raney, attorney general	Tallahassee.
H. N. Felkel, secretary	Tallahassee.

GEORGIA.

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

The new constitution of 1877 retains as the chief executive officer of the school system a *State school commissioner*, appointed by the governor and confirmed by the senate for a term of two years, with the duty of administering the school laws, superintending public school business, apportioning the State school moneys, and making biennial reports.

As the next legislative assembly, under this constitution, does not meet till November, 1878, the *State board of education* called for by the existing school law must hold at least till that time. This board, consisting of the governor, secretary of state, attorney general, and comptroller general, with the State school commissioner, is custodian of State school lands and funds, serves as an advisory body to the commissioner, and may decide appeals from his decisions.

LOCAL.

County boards of education[1] are elected in each county every fourth year by the grand jury, and have charge of the formation of school districts, the establishment and support of schools, the purchase of grounds, erection of school-houses, prescription of text books, licensing of teachers, supervision of schools, and determination of local controversies on school matters, subject to appeal to the State commissioner.

County school commissioners, chosen by the county boards, serve as executive officers of the boards for examination of teachers, visitation of schools, taking quadrennial census of school children, and making to the State commissioner such reports as he may require.—(School law of August 23, 1872, and constitution of 1877.)

No local officers below these are provided for in the school law, though the existence of such seems in one place to be implied.

ELEMENTARY INSTRUCTION.

LEGAL PROVISIONS.

The existing school law requires the county boards to lay off their counties into subdistricts, in each of which they must establish one or more primary schools; while, in those subdistricts where the public wants demand ampler educational facilities, they are given power to establish graded schools from the primary to the high school. They are also authorized to organize evening schools for the instruction of such youth, over 12 years of age, as are prevented by their daily occupations from attending day schools, and may institute one or more manual labor schools in each county on a self sustaining plan. These last permissions, however, seem to remain substantially dead letters on the statute book, the only evening schools attempted having proved too costly for continuous support and the self sustaining plan for manual labor schools not having been devised. The minimum school year is three months, except in sparsely settled neighborhoods, where only a few scholars can be brought together. In such cases schools with not less than 15 pupils may continue for two months only, and be held from point to point in the same region, so that one teacher may serve two or more such schools in the same year, and scholars within reach of these different schools have the benefit of a double or treble school term if desired. Admission to all the public schools during the legal school term must be gratuitous to scholars residing in the subdistricts in which the schools are situated, provided that white and colored children may not attend the same school. Confederate soldiers under 30 years of age are also entitled to school privileges. The studies in the primary schools are spelling, reading, writing, English grammar, geography, and arithmetic. Beyond that they are not prescribed by law, but under the rules of good school boards include, up to the high school, the elements of the natural sciences, vocal music, drawing, composition, history, and elocution, in addition to more advanced instruction in the preceding studies.—(School law of August 23, 1872, and reports of school boards.)

GENERAL CONDITION.

The new constitution of 1877 having changed the sessions of the legislature from annual to biennial, the report of the State school commissioner, which has hitherto been made annually to that body, will not be due till the first session of the biennial assembly in November, 1878. We are, therefore, without statistical report of the condition and progress of the public schools for 1877, except in the cities and one or two of the counties connected with them. But, in a letter to the Eclectic Teacher, dated December 22, 1877, Mr. Orr says:

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[1] These boards consist of 5 members, and are chosen for terms of 4 years, part being changed every second year. There are, however, as to the number in the boards, exceptional cases where city and county systems are united.

"You may state in general terms that the public school system of Georgia is steadily gaining ground, and may now be considered as firmly established in the State. The new constitution incorporates in its provisions the same essential requirements on this subject as those contained in the constitution of 1868. This is a great step for us, as one of the greatest difficulties in the way of success was for a long time the prejudice arising from the manner of the adoption of the common school system. This feeling arose from the fact that the instrument above mentioned was made by a body which did not represent the people of Georgia, and many of whose acts were very odious to them. This sentiment, however, can no longer exist, as the convention of 1877 was composed of men of our own selection, and their work has been overwhelmingly ratified by the people at the polls. Thus a barrier to progress, already melting away, is now entirely gone.

"This year I have continued the canvass prosecuted by me during 1876 [for exciting stronger interest in education], have visited many counties, and delivered many addresses. I have been aided in this work by a number of influential men in different parts of the State, a great portion of them being lawyers. I believe much has been accomplished in this way.

"Our school returns every year have shown an increase of attendance over the year preceding. All the reports are not yet in for 1877, but I have no reason to believe that this year will prove an exception to the rule."

KINDERGARTEN.

A Kindergarten established at Atlanta in 1876 reports, for 1877, 1 instructor and 7 pupils 3 to 7 years old. Children are kept in school two and a half to three hours daily for 5 days of the week in a school year of 36 weeks. The conductor reports the usual apparatus for block building, sewing, weaving, pricking patterns, drawing, paper folding, paper cutting, and clay modelling, with the usual results of improving both the physical and mental powers of the scholars.

CITY SCHOOL SYSTEMS.

OFFICERS.

In Atlanta there is a board of education of 12 members, one-third changed every 2 years, with the mayor as member ex officio; in Columbus, a board of trustees of 11 members, with provision for a periodical change by choice of the city council. In the other cities there appears to be a combination of the city with the county system, each having its representatives in the school board. In all the cities here included there are superintendents of schools, whose jurisdiction extends in some cases over the counties also.—(City and county reports.)

STATISTICS.

City.	Population.	Children of school age.	Enrolment.	Average attendance.	Number of teachers.	Expenditure.
Atlanta	*a*32, 000	*b*10, 362	3, 280	2, 409	53	$35, 662
Augusta	*c*23, 768	4, 912	2, 202	1, 273	34	*d*13, 597
Columbus	*e*8, 648	*b*2, 455	1, 212	....	20	11, 133
Macon	....	....	1, 227	742	22	....
Savannah *f*	*g*28, 235	*b*6, 919	4, 081	2, 629	76	42, 181

a Census of 1875. *b* Enumeration of 1874. *c* Census of 1877. *d* Exclusive of high schools. *e* City census of 1873. *f* The statistics of Savannah necessarily include those of the country schools connected with the city system. The proportion of pupils in these, however, is very small, a little over one-fourth. *g* Census of 1870.

ADDITIONAL PARTICULARS.

Atlanta.—The year of 1876-'77 was one of trial to the schools. For the first time in their history the appropriation from the city was insufficient to carry them through the school year. Consequently for 3 months it was necessary to charge tuition fees. This diminished the enrolment, but made the attendance in proportion to enrolment fuller and more punctual.

The Saturday meetings of teachers for discussion of methods of instruction and school management were enlivened by several interesting lectures, were kept up throughout the year, were well attended, and have helped to make the teachers much more efficient in their work. The result has been that a considerable extension of the course of study has been made practicable, increased skill in teaching enabling each instructor to accomplish more than formerly.

On each subject studied in the schools there is a written examination of the pupils every month. The effects of this are said to be increasingly manifest in the neatness and accuracy of the scholars' written work.

The schools are designated as grammar and high schools, the course in the former occupying 8 years, that in the latter 4. There are 2 high schools, one for boys and one for girls. Enrolment of boys, 75; of girls, 139; total, 214.—(Report of Superintendent B. Mallon for 1876–'77.)

In *Augusta* the classification of schools is into primary, intermediate, grammar, and high. The course in the primary and high schools covers, in each case, 3 years; in the others, 2. Of the 30 teachers employed in the city schools 10 were colored, the propriety of having teachers of their own race for the colored children being recognized, and the University of Atlanta furnishing them in some fair degree. Normal classes for teachers here, as at Atlanta, have aided much in the improvement of the schools. The city high schools, one for boys and one for girls, have enrolled 186 pupils.—(Report of County Commissioner William H. Fleming for 1877.)

Columbus owns 6 school buildings, with 885 sittings; a library of about two thousand miscellaneous books; a fine cabinet of shells, minerals, and ores; a good philosophical and chemical apparatus, and two pianos—all bought, except the buildings, with the proceeds of annual concerts given by the schools. Uniformity of text books is secured by the city owning and furnishing the books and charging each white scholar able to pay $3, $6, or $12 for the use of them each year, according as he may be in the primary, grammar, or high school. This charge, remitted to the colored pupils and to about one hundred of the whites, covers not merely the text books, however, but also copy books, blank books, drawing books, paper, pens, ink, and other stationery. The amount called for is believed to be less than pupils would have to pay for such things if purchased by themselves, while it prevents all trouble about obtaining what is needed for daily use in school. In the high school there is also a charge of $12 a year on each scholar for the advanced teaching there afforded, making this school pay its own expenses. Its course, nominally 3 years, seems to be practically 2.—(Report of Superintendent George M. Dews for 1876–'77.)

Macon reports 22 school rooms capable of seating 878 pupils. The school term of 1876–'77 lasted 7 months. The percentage of white children enrolled was 47; that of colored children, 26; but there was a falling off in attendance during the last two months from the necessity of making a charge for that time, on account of an insufficient appropriation.—(Report of Superintendent B. M. Zettler for 1876–'77.)

Savannah, because of an epidemic, had to begin her school term two months later than usual, but the teachers endeavored to make up this loss of time by increased exertions, and were readily seconded by the pupils. The promotions for real progress were consequently as numerous as in former years. A reorganization of the schools was effected in January, 1877, by which the two classes of each sex in every grade below the high school were brought together and taught as a single class. The new arrangement is reported to have worked well, resulting in a healthy emulation between the sexes and in a consequently higher order of recitations. The teachers testify that their labors have been sensibly diminished, while the progress of the pupils in general has increased. After a trial of six months the superintendent reports it as his conviction that the efficiency of the schools has been decidedly promoted by the change. Under the present organization there are in the city, below the high schools, 5 white and 2 colored district schools, divided into 7 or in some instances 8 grades, including the primary, intermediate, and grammar classes, which heretofore gave names to separate schools.—(Report of Superintendent W. H. Baker for 1876–'77.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS AND NORMAL CLASSES.

The provision urged by State School Commissioner Orr in his reports for 1875 and 1876, for the establishment of three State normal schools, was not made by the legislature in 1877. The State, as such, has therefore no means of providing trained teachers for the schools, except as they may be prepared at Atlanta University, to which she grants an annual appropriation. In fact, a considerable number of the best teachers for colored schools do come from this institution, which has higher and lower normal departments for the special preparation of teachers for their work. Something is done in the same way by the Lewis High School, Macon (Congregational); the Haven Normal School, Waynesboro, and Clark University, Atlanta (both Methodist); St. Augustine School, Savannah (Protestant Episcopal); and the Augusta Institute, Augusta (Baptist). In all these institutions there were, at the last accounts, 203 distinctively normal students and 205 more who could probably be counted on as teachers if their services should be required.

In the several cities, whose reports have been referred to, there were weekly or monthly normal classes, intended primarily for the improvement of the teachers already in employment, but open also to others who might desire to prepare for teaching. Through these classes, in which educational questions were discussed and essays on school management and other topics presented, the teachers were no doubt largely benefited.—(Reports and returns to Bureau of Education.)

For full statistics of normal schools reporting, see Table III of the appendix, and the summary of this in the Commissioner's Report preceding.

TEACHERS' INSTITUTES.

For these means of improving teachers by instruction in methods of teaching and discipline, there is thus far no explicit provision in the school law.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The tables which usually accompany the report of the State school commissioner not being available for 1877, the only information as to this class of schools which comes to us is that contained in the reports from cities and three counties in which city and county systems are united. The aggregate of students in these schools is not entirely clear.

OTHER SECONDARY SCHOOLS.

For full statistics of reporting business colleges, private academic schools, preparatory schools and departments, see Tables IV, VI, VII, and IX of the appendix, with the summaries of these in the Report of the Commissioner preceding.

Of the private academic schools it may here be said that, while about one-fourth of those reporting themselves taught drawing and rather more than one-half music, the means for the illustration of chemistry and physics appear to have been very limited.

SUPERIOR INSTRUCTION.

COLLEGES.

Six colleges and universities in this State send reports for 1877, through special returns and catalogues, namely: *The University of Georgia*, Athens; *Atlanta University*, Atlanta; *Mercer University*, Macon; *Gainesville College*, Gainesville; *Pio Nono College*, Macon, and *Emory College*, Oxford. All these colleges appear to be exclusively for young men except Atlanta University, which is open also to women, and the college at Gainesville, which makes a special point of coeducation. The departments and courses of instruction in all from which information on that point has been received remain substantially the same as reported in 1876. For statistics of these colleges, see Table IX of the appendix, and summary in the Commissioner's Report preceding.

The *University of Georgia* reports in its academic department 11 separate schools. Every student who is qualified and over 17 years of age, or who has completed the prescribed course of the freshman and sophomore years, has the privilege of election among the several schools, but his class in each school is determined by the professor. The course in each class is prescribed; likewise the course for each degree. The university comprises 5 departments: the academic; the State College of Agriculture; the law department; the North Georgia Agricultural College, at Dahlonega; and the medical department; this last being the Medical College of Georgia, at Augusta. The three first mentioned are situated at Athens.—(Returns and catalogues, 1877.)

The absence of return from *Bowdon College* induces the apprehension that the temporary suspension, mentioned in the report for 1876, may have continued for a longer period than was expected.

SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For full statistics of the schools of this class, see Table VIII of the appendix, and the summary of it in the Report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

[Statistics of institutions under this head may be found in Tables X, XI, XII, and XIII of the appendix, and in the summaries of these in the Commissioner's Report preceding.]

SCIENTIFIC.

The *State Agricultural College*, Athens, presents 3 regular courses of study, each covering 4 years, namely: agriculture, engineering, and applied chemistry. Students may elect a partial course or may, in addition to the studies prescribed, attend any of the schools of the university for which they are prepared, provided that this does not interfere with the daily schedule of recitations and lectures. There were 61 students attending in 1877. State scholarships are granted to as many students, residents of the

State, as there are members of the State house of representatives, the number at present being 250. There are also 20 other free scholarships.—(Catalogue of university, 1877.)

The *North Georgia Agricultural College*, at Dahlonega, receives a portion of the annual income derived from the national land grant. The course of study aims to prepare students for home and farm life, for the higher classes in the University of Georgia, and for the profession of teaching. Tuition is free.—(Catalogue, 1877.)

THEOLOGICAL.

The *Department of Theology at Mercer University* is still one of the 3 departments announced in the catalogue, but there is no information to show what is the course pursued. There were 15 "ministerial students" in 1877.—(Catalogue of Mercer University, 1877.)

The *Augusta Institute* (Baptist), established in 1869 for the benefit of the freedmen by the American Baptist Home Missionary Society, reports for 1877 an attendance of 85 students. This school is for the preparation of both preachers and teachers. The extent of the course of study is not fixed, but depends on circumstances, and the examination for admission is very slight.—(Return and circular, 1877.)

LEGAL.

The *Law Department of the University of Georgia* provides a course of instruction covering one continuous year, without vacation. It embraces common and statute law, constitutional law, equity, medical jurisprudence, parliamentary law, rhetoric, metaphysics as applied to the legal profession, and commercial jurisprudence. Instruction is given by text books, daily recitations, examinations, and expositions, with oral lectures.—(Catalogue of university, 1877.)

The *Law School of Mercer University* had a class of 4 in 1877 studying international and constitutional law, common and statute law, equity jurisprudence, pleading, and practice. A diploma of graduation from this school entitles the holder to practise in all the courts in the State.—(Catalogue of Mercer University, 1877.)

MEDICAL.

The *Medical College of Georgia*, Augusta, a department of the State university, reports an attendance for 1877 of 46 students, besides 40 who only took the course in chemistry. Among the facilities for instruction enumerated are a library of about five thousand volumes, an extensive chemical laboratory, good anatomical facilities, and a full cabinet of materia medica, besides two hospitals and the city dispensary for clinical practice and illustration. To obtain a degree, students must have attended two full courses of lectures, in addition to the usual private readings.—(Catalogue of State university, 1877.)

From the *Savannah Medical College* there is neither return nor catalogue for 1877.

SPECIAL INSTRUCTION.

GEORGIA ACADEMY FOR THE BLIND, MACON.

This institution reports for 1876–'77 an attendance of 63 pupils, who were instructed in the common English branches; also, vocal and instrumental music, besides the employments of broom making, mattress making, cane seating, sewing, and fancy work. The library numbers 1,000 volumes.—(Return and report of the academy, 1877.)

GEORGIA INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB, CAVE SPRING.

No report from this school has been received since the appearance of the one for 1876, when a principal and three assistant teachers, with a steward, matron, master of printing office, and master of shoeshop, were reported, having under their care 107 pupils. A neighboring property for a branch institution for instruction of colored deaf-mutes had then been purchased, and appropriations for the improvement of this property and for the support of a class of colored mutes were asked. It is intended that this shall be conducted as an entirely separate establishment, but on the same plan as the other and under the control of the same trustees.

EDUCATIONAL CONVENTIONS.

TEACHERS' ASSOCIATION.

The eleventh annual meeting of the Georgia Teachers' Association convened in Toccoa City, August 7, 1877, remaining in session three days.

Among the addresses and papers presented were the following: "The work of educators," by T. E. Atkinson, principal of the high school, Senoia; "Influence of school life upon eyesight," by Dr. A. W. Calhoun, of Atlanta; "Analysis of the English sentence," by Mr. W. B. Bonnell, principal of the Walker Street School, Atlanta; "The utility of mathematics and the best method of teaching it," by Hon. G. J. Orr, State school commissioner; "The right of the State to educate," by Hon. H. A. M. Henderson, of Kentucky; "The geology of Georgia," by Dr. George Little, State geologist; "Practical education," by Professor O. D. Smith, of the State Agricultural College, Auburn; "The teacher the practical metaphysician and philosopher," by Rev. H. T. Morton; "How to supply teachers for our country schools; a plea for normal training," by W. P. Price, president of the board of trustees of North Georgia Agricultural College; "The relation between high schools and colleges," by C. M. Neel, principal of Kirkwood High School; "The State and education," by Hon. Joseph B. Cumming, of Augusta; "What can we do to improve education in our smaller towns?" by Col. A. P. Mooty, superintendent of public schools, West Point; and "Methods in geometry," by Hon. Samuel Barnett, of Washington, Ga. The association also listened to remarks from the venerable Dr. Means, the oldest teacher and one of the most eloquent men in Georgia; from J. H. Carlyle, D. D., president of Wofford College, S. C.; and from Hon. Hugh S. Thompson, superintendent of public education in South Carolina, who were present as visitors. All the important topics presented were freely and sometimes largely discussed.—(Published proceedings.)

CHIEF STATE SCHOOL OFFICERS.

Hon. GUSTAVUS J. ORR, *State school commissioner*, *Atlanta.*

STATE BOARD OF EDUCATION.

[Term of office expires January, 1881.]

Members.	Post-office.
His Excellency Alfred Colquitt, president	Atlanta.
Hon. N. C. Barnett, secretary of state	Atlanta.
Hon. W. L. Goldsmith, comptroller general	Atlanta.
Hon. N. J. Hammond, attorney general	Atlanta.
Hon. Gustavus J. Orr, State school commissioner	Atlanta.

ILLINOIS

STATISTICAL SUMMARY.

	1875–'76.	1876–'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6–21)	973, 589	992, 354	18, 765	....
Enrolled in public schools	667, 446	694, 489	27, 043	....
Average daily attendance	....	420, 031	....	....
Enrolled in private schools	49, 375	59, 375	10, 000	....
SCHOOLS.				
Public school-houses	11, 693	12, 083	390	....
Average term of school in days	150. 48	....	....	....
Public graded schools	822	....	....	....
Public high schools	110	....	....	....
Private schools	527	....	....	....
TEACHERS AND THEIR PAY.				
Male teachers in public schools	9, 295	9, 162	....	133
Female teachers in public schools	12, 826	12, 836	10	....
Whole number	22, 121	21, 998	....	123
Average monthly pay of males	$47 96	$46 17	....	$1 79
Average monthly pay of females	33 30	32 23	....	1 07
Teachers in private schools	1, 276	....	....	....
INCOME AND EXPENDITURE.				
Whole income for public schools	$8, 448, 467	$9, 640, 340	$1, 191, 873	....
Whole expenditure for public schools	8, 168, 539	7, 388, 596	....	$779, 943
PROPORTION OF EXPENDITURE.				
Per capita of school population	....	$7 45	....	....
Per capita of enrolment	....	10 63	....	....
STATE SCHOOL FUND.				
Amount of permanent school fund	$5, 752, 565	....	....	....
SCHOOL PROPERTY.				
Estimated value of sites, buildings, furniture, &c.	$18, 058, 386	$17, 783, 929	....	$274, 457

(From printed report and written return of Hon. S. M. Etter, State superintendent of public instruction, for 1875–'76, and written return for 1876–'77, for which year there is yet no printed report.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

For the State at large, the one officer charged with the care of all public school interests is a *State superintendent of public instruction*, chosen every fourth year by the people.

LOCAL.

For counties there are *county superintendents of schools*, also chosen every fourth year by the people, to apportion the school funds, inspect the schools, examine and license teachers, manage teachers' institutes, and make annual or biennial report to the State superintendent, as he may direct.

For townships there are *three trustees* chosen by the people for terms of three years each, one being changed each year. These care for the township school lands, and, with the aid of a treasurer appointed by them, for funds arising from these or other sources for the schools. They settle the boundaries of school districts, apportion to them the annual school fund, and make to the county superintendent biennial reports concerning the schools of their township.

For school districts, there are, in ordinary cases, *three directors* chosen by the voters in each district for terms of three years, one being liable to change each year. These levy taxes for all school purposes within their districts; make annual report to the district meeting of their receipts and expenditures for such purposes, as also of the illiterates within the district between the ages of twelve and twenty-one, with a statement of the causes of the illiteracy. They appoint teachers for the district schools, fix their salaries, determine the branches of study to be taught and the text books and apparatus to be used, and are bound to keep open in their district enough free schools for all the children of school age who need instruction. The clerk of each district board of directors reports annually to the township treasurer the statistics of the schools thus held.

For districts with two thousand inhabitants there are elected, instead of three directors, *boards of education* of 6 members, with 3 additional for every additional 10,000 inhabitants. In cities with a population of 100,000 the board of education for each has full charge and control of the public schools, the concurrence of the city council, however, being required for certain acts involving special pecuniary obligations. Women are eligible to all school offices equally with men.—(School law, edition of 1874.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

The reports in this State are only published biennially, and none is due for the year 1876–'77. The return for that year, kindly furnished by the State superintendent, shows the following facts: (1) That there was an increase over the preceding year of 18,765 in the school population, with a much more than corresponding increase in the enrolment in public and private schools, it advancing 27,043 in the former and 10,000 in the latter; (2) that to meet this increase of children of school age there was ample provision on the part of the authorities in 390 additional public school-houses; (3) that, probably from the stringency of the times, there has been a decrease of 123 in the number of teachers employed in the public schools, with a diminution also of $1.79 in the average monthly pay of men and $1.07 in that of women; (4) that while the receipts for school purposes have been augmented by $1,191,873 the expenditures have been reduced by $779,943, leaving, of course, a considerable remainder to be applied to an increase of the permanent fund or to meeting the exigencies of another year.

A diminution in the estimated value of school sites, buildings, furniture, &c., amounting to $274,457, goes for nothing, as it is greatly less than the proportion of shrinkage in the value of any other class of property of like amount, the whole valuation having been $18,058,386 in the preceding year.

The return throughout indicates active energy and wise economy in administration, as well as a wonderfully prosperous condition of the schools for such a time of trial.

KINDERGÄRTEN.

Four schools of this class, all in Chicago, and two of them under German influences, report for 1877 a total of 111 children, 3 to 9 years of age, under the instruction of 8 teachers for three or four hours daily 5 days in each week during a school year of 40 weeks. All the Kindergarten apparatus is said to be possessed, and the customary occupations were pursued, with the results of quickened intelligence and clearer sense of order, form, and beauty.

CITY SCHOOL SYSTEMS.

OFFICERS.

Except where special acts have made other arrangements, cities remain parts of the school townships in which they are situated, and come under the general law, which requires in school districts of not less than 2,000 inhabitants a board of education of 6 members, with 3 more for each additional 10,000 inhabitants. Boards are chosen for terms of 3 years each, and one-third changed by annual election. Chicago has a board of 15 members chosen under the same conditions; Jacksonville, one composed of the mayor and a member from each ward, chosen by the council; Peoria, one composed of the mayor and two from each ward, elected by the people; Springfield, one of 9 members, chosen by the council; in each case with provisions for partial annual change.

In almost all cases, if not in all, city superintendents serve as the agents of the boards.—(General and special laws.)

STATISTICS.

Cities.	Population.	Children of school age.	Enrolment.	Average attendance.	Teachers.	Expenditure.
Alton	10, 500	3, 164	1, 496	....	21	$15, 078
Belleville	12, 000	4, 467	1, 964	1, 612	40	35, 043
Bloomington	25, 000	7, 292	3, 486	2, 294	64	65, 539
Chicago	*a*405, 291	*a*110, 184	*b*53, 529	*c*37, 132	751	684, 534
Decatur	10, 000	3, 094	1, 869	1, 321	29	29, 910
Galesburg	14, 000	4, 127	2, 231	1, 525	34	20, 813
Jacksonville	12, 000	3, 682	1, 844	1, 253	34	48, 869
Joliet	14, 000	3, 557	2, 606	1, 500	36	20, 650
Peoria	32, 000	8, 881	4, 173	2, 783	67	76, 795
Quincy	32, 000	8, 511	3, 554	2, 235	55	54, 323
Rockford	14, 000	4, 901	2, 100	1, 900	50	43, 623
Rock Island	11, 100	3, 567	1, 955	1, 400	36	25, 433
Springfield	....	....	2, 559	2, 058	43	35, 867

a Census of September, 1876. *b* Besides 18,664 in private and parochial schools and 3,029 in evening schools. *c* Besides 1,000 in evening schools.

ADDITIONAL PARTICULARS.

Alton reports only by written return through Superintendent E. A. Haight, giving the figures embodied in the table, with the additions that her school buildings numbered 5; that the estimated value of these, with their sites, apparatus, furniture, &c., was $75,500; and that, besides the 1,496 enrolled in her public schools, there were about 600 in private and parochial schools.

Belleville.—There has been here a steady increase in all respects except in the number of teachers, an average of 52 pupils being taught in 1876–'77 by one teacher. The percentage of average daily attendance on the number enrolled shows a fair regularity of attendance, while punctuality in such attendance has considerably increased. The discontinuance of a school for colored children, and the consequent admission of these into the regular classes, is reported to have been attended with the happiest results to the colored pupils thus admitted, improved behavior, better appearance, and much greater attention to study having been developed. There have been special teachers of German employed, but it appears that hereafter that language is to be taught by the regular class teachers, and is to have one hour a day given to it.—(Report for 1876–'77.)

Bloomington.—The written return of Superintendent Sarah E. Raymond shows, besides the statistics in the table, 11 school buildings, giving 2,670 sittings for study, and valued, with their grounds, furniture, and apparatus, at $230,471.

Chicago.—In addition to the 53,529 pupils attending public schools, 18,664 were enrolled in private schools, and 20,767 youth of legal school age, it is estimated, were at regular employment, making 92,960 profitably engaged for at least a part of the year. Making allowance for those unable to attend school by reason of home necessities or sickness, it is estimated that there still remains upon the streets of the city an army of over six thousand idle children without a day's schooling in the year. To this number may be added from two thousand to three thousand more whose attendance upon school is so brief as to be almost valueless. Many of these youth now growing up in ignorance and indolence, the superintendent thinks, would be in school if they could find a place for regular and full instruction within a reasonable distance of their homes. The number of sittings for study in buildings owned by the board is, however, only 37,489; in buildings rented, 4,191; total, 41,680. At least 10,000 additional seats are needed. This lack is partially met by half-day divisions and by crowding. About 6,000 pupils go to school but half a day and not less than 5,000 go to school in rented buildings, most of which are entirely unfit for school purposes and in which there is often most inconvenient crowding.

Attendance upon the grammar department is slightly less than in the previous year, but this loss is made up by the largely increased attendance upon the high schools, mainly due to the establishment of the division high schools, with a shorter course, principally English in its character. The demand for classical study is apparent in the recent introduction of Latin into these schools. The number of pupils attending the Central High School was 646, while at the Division High Schools there was an enrolment of 902.

Instruction in German is now limited to the grammar and high schools. There were 2,093 pupils studying it, of whom 1,096 were of German parentage, 535 of American, and 462 of other nationalities.

The normal school has been temporarily closed, because it was graduating more teachers than could be employed in the city.

An ungraded school room was opened in each of 4 grammar school buildings for the enefit of those pupils who, for various reasons, need special individual instruc ion nd supervision. The result was good. Some pupils were prepared to go on with heir classes after a few weeks of individual instruction in subjects upon which they were deficient, and they were thus saved the necessity of falling back in their course.

The number of pupils attending the deaf-mute schools sustained by the board of education was not as large as it should have been owing to the distance of the school from the homes of many of the children. Remarkable progress, considering the difficulties to be overcome, was made in reading, writing, arithmetic, and composition; and a number took up the study of geography.—(Report for 1876–'77.)

Decatur.—Average per cent. of attendance, 94; per cent. of tardiness, 47; cost of instruction for each pupil, based on average daily attendance, $18.67; average attendance in high school, 165; teachers in high school, 5; average attendance to each teacher in high school, 33; in ward schools, 48. Sittings for study, 1,728, in buildings valued, with their sites, furniture, and apparatus, at $95,600; enrolment in private and parochial schools, 200.—(Report and return for 1876–'77.)

Galesburg.—A written return from Superintendent M. Andrews states that drawing is taught by the regular teachers, and gives $112,815 as the valuation of all school property, without specifying the number of buildings. There were, however, 33 school rooms, with sittings for 2,100 pupils.

Jacksonville.—The number of school buildings here is 8, giving sittings for 1,600 pupils; valuation, with their grounds, furniture, &c., $159,900. In private and parochial schools there were about 1,000 pupils. The enrolment in the public schools was larger in 1876–'77 than during any previous year. The percentage of attendance on enrolment, however, slightly decreased. Fifty-two pupils were neither absent nor tardy. There was an enrolment of 123 in the high school and 14 graduates in 1877, one of whom was colored, the first of that race who has completed the public school course in this city; where, it is remarked, the problems of sex and color have been quietly solved without any of the trouble that has been experienced in some other cities. For the first grade of the schools the Kindergarten system has been adopted as far as practicable.—(Report for 1876–'77 and return for the same year.)

From *Joliet* there is only a return by Superintendent Joseph F. Perry, indicating, besides the tabular statistics already given, the possession of 8 public school buildings, with 1,692 sittings and a valuation of $65,650; while, in addition to these, appear 7 private and parochial schools, with 604 pupils.

Peoria.—The public schools here are housed in 9 buildings, valued, with their sites, at $157,300, and are graded as primary, grammar, and high, each covering a period of 4 years. There was an attendance of 1,557 pupils upon private schools, which, with the public school enrolment, gives a total of 5,730. The average daily attendance of pupils in the high school was 163; graduates, 21 in 1877. This school has a well selected library of 1,200 volumes. Good progress was made in drawing during the year, partly stimulated by prizes offered at the agricultural fair for the best specimens; but the necessity for economy in expenditure prevented the employment of special teachers either in this study or in music, and caused the services of a superintendent of schools to be dispensed with.—(Report for 1877.)

Quincy, through Superintendent T. W. Macfall, makes return of 9 public school buildings, with 2,950 sittings for study and a valuation of $217,000 for all school property. In private and parochial schools there was an estimated enrolment of 1,800 pupils additional to the 3,554 in public schools. A special teacher of German was employed in the public schools.

Rockford, through the principal of her West High School, reports 10 public school buildings, valued at $120,000, and an enrolment of 475 pupils in private and church schools, making, with those in public schools, a total of 2,575 under instruction.

Rock Island, through a return from Superintendent J. F. Everett, gives 6 as the number of school buildings, with 1,100 sittings for the primary pupils, 780 for those in the grammar schools, and 120 for those in the high school. The valuation of all public school property was $112,600. In private schools there were 450 pupils, making, with the 1,955 in public schools, 2,405 receiving some form of schooling.

Springfield makes full printed report of her schools through Superintendent Andrew M. Brooks, showing that good order was maintained during the year, with few complaints of undue severity in discipline; that careful attention was given to the slate work of the primary departments, one day in each month being spent in looking over the drawing and penmanship; that at the close of the summer term there was a thorough written examination of the higher grades, carried on through three days; and that no pupil was promoted from these grades to the high school who did not receive at least an average of 70 per cent. credit marks, most going much above this. Reading in the Phonetic Primer and First Reader is begun here the first year, in connection with the elements of drawing, music, and botany, besides writing, arithmetic, grammar, and geography; and these studies are carried steadily on, in regularly ascending progression, through the 8 grades below the high school. This school had an average registration of 173 pupils in its 4 classes, an average attendance of 152, and graduated 28 in 1877.—(Report for 1876–'77.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The *Illinois State Normal University*, at Normal, includes a normal and a model department, the latter with primary, grammar, and high school grades. The former, in 1876-'77, numbered 436; the latter, 229. Tuition in the normal department is free.—(Catalogue, 1876-'77.)

Southern Illinois Normal University, at Carbondale, has two departments, a normal, with a course of study occupying 4 years, and a preparatory normal of 3 years. The number of students in normal studies in 1876-'77 was 308; in other studies, 146.—(Return and catalogue, 1876-'77.)

The *Dover Normal School*, at Dover, was organized in 1876, with 70 students in attendance. The course of instruction covers 3 years. There is a preparatory course of one year for those who need it. Total attendance during the year, 112.—(Catalogue and return, 1876-'77.)

Cook County Normal School, at Englewood, has 3 departments, the normal, the preparatory, and the training or model school. Tuition is free to residents of Cook County. The studies of the normal department cover 3 years. The number of students in 1876-'77 was 245.—(Return for that year.)

The *Northwestern German-English Normal School*, Galena, under the auspices of the Methodist Episcopal Church, reports 4 resident instructors and 69 normal students for 1877, with 31 other students; course, 3 years; graduates in 1877, 7, of whom 4 engaged in teaching.—(Return.)

Another school, styling itself normal and scientific, makes a report, but shows no normal students.

NORMAL DEPARTMENTS.

In addition to the foregoing, facilities for preparing to teach are afforded, to a greater or less extent, either in regular courses or in special classes connected with Abingdon, Eureka, Ewing, Illinois Agricultural, Monmouth, and Westfield Colleges, and in the Wesleyan and Rock River Universities.

TEACHERS' INSTITUTES.

In the absence of a State report, it is impossible to tell, with certainty, what number of these means of improving teachers were held during the year or how many availed themselves of them. At least one in each county may be supposed, besides many held by other than county superintendents. State Superintendent Etter wrote in June, 1877, that he was already engaged to be present at 51. One, with the character of a summer vacation school, was held at Jacksonville, for instruction in elocution, and had at least sufficient attendance to encourage the holding of it in another year. At Springfield, one for the teachers in the city schools has been held as often as once a month.

EDUCATIONAL JOURNALS.

The Educational Weekly, published at Chicago, continued during 1877 to do excellent service, not only by printing the freshest news respecting schools in Illinois and the surrounding States, but also by lively discussion of a great variety of important educational questions and by publishing many most useful articles on the improvement of methods of instruction.

The Practical Teacher, a monthly much resembling this, aided greatly in the same good work by kindred publications.

Barnes' Educational Monthly, published simultaneously in Chicago and New York, continued its work in the same direction during 1877.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

From lack of a State report for 1877, the number of these schools for the year cannot be given. For 1875 there were 133 reported; for 1876, a number less by 23. In neither of these years was there a report of the attendance, save in the case of 4 township schools.

In the high schools of Chicago there were 1,548 pupils in 1876-'77, 646 in the full course of the Central School and 902 in the shorter course of the Division Schools. In those of Decatur, Jacksonville, Peoria, Rock Island, and Springfield 762 more were reported. In returns from other cities the existence of high schools is indicated, but no clear statistics of them are given.

OTHER SECONDARY SCHOOLS.

For the statistics of business colleges, private secondary schools, preparatory schools, and preparatory departments of colleges and universities, see Tables IV, VI, VII, and IX in the appendix, and the summaries of these in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

Of the 23 colleges and universities in the State reporting, all but 5 are open to both sexes and report over 300 young women in regular collegiate classes, besides a number in special or partial courses. For statistics, see Tables VIII and IX of the appendix, and summaries of these in the Commissioner's Report preceding.

The *Illinois Industrial University*, at Urbana, which is at once the State university and agricultural and mechanical college, claims to be a true university in the best American sense, though differing designedly in the character of some of its colleges from the older institutions of this country. It is divided into four colleges, namely: Agriculture, engineering, natural science, and literature and science. These colleges are subdivided into schools, each one of which is understood to embrace the course of instruction needful for some one profession or vocation. The various schools, now numbering 14, are arranged as reported last year, with the exception that a school of art and design has been placed among the additional schools and the school of domestic science has been constituted one of the regular schools in the college of natural science. In the college of literature and science, embracing the schools of English and modern languages and of ancient languages and literature, the plan of instruction embraces, besides the ordinary text book study, lectures and practical exercises, including original researches, essays, criticism, proof reading, and other work intended to illustrate the studies pursued and to exercise the student's powers. Of the 126 students in the college of literature and science, 41 were women. Tuition is free in all departments of the university.—(Catalogue, 1876-'77.)

The *Illinois Wesleyan University*, at Bloomington, embraces collegiate, law, music, and preparatory departments. The first includes classical and scientific courses, each covering 4 years. Provision is also made for graduate and non-resident courses. Women are admitted to all departments, both as students and instructors.—(Catalogue, 1876-'77.)

Carthage College, Carthage, from its catalogue for 1877, appears to have but two courses in its collegiate department, the classical and scientific. No mention this year is made of the philosophical department reported in 1876. Women are admitted to either course and receive the corresponding degree, but with them the Greek and calculus are optional.

Northwestern University, at Evanston, reports 6 departments besides the Garrett Biblical Institute, which, though situated upon the same grounds as the university and closely linked with it, is under a distinct corporate government. The departments are (1) college of literature and science, (2) woman's college of literature and art, (3) conservatory of music, (4) college of medicine, (5) college of law, and (6) preparatory school. The college of literature and science now presents 4 courses of study, each requiring 4 years' work, namely: the classical, the Latin and scientific, modern literature and art, and the scientific. All the university courses are open to women.—(Catalogue, 1877.)

Illinois College, at Jacksonville, has added another year to its scientific course, making it equal to the classical in length. Whipple Academy is under the management of the college, and constitutes its preparatory department.—(Catalogue, 1877.)

The collegiate department of *Westfield College*, at Westfield, has discontinued its ladies' course, considering it unnecessary, since young women are admitted to all the privileges of the institution in the shape of classes and degrees.—(Catalogue, 1877.)

In the remaining colleges the departments and courses of instruction, as far as the information of the Bureau extends, are substantially as reported in 1876.

Information from Rock River University is to the effect that this institution was closed in 1877, to remain thus for a year, when it was expected to reopen.

No reports for 1877 have been received from Abingdon College, Hedding College, St. Viateur's College, or Illinois Agricultural College, the last being (as stated in the report for 1876), by reason of its amended charter, a literary and not an agricultural institution.

COLLEGES FOR WOMEN.

Besides the colleges open to young women in common with young men, 8 especially devoted to the superior instruction of women report statistics for the first session of 1877-'78, for which see Table VIII of the appendix, and a summary of this in the Commissioner's Report preceding. All these institutions are chartered, all teach music, drawing, painting, French, and German, save one which omits the French, while another adds Latin to the two other tongues. Six have apparatus for illustration of chemistry and physics, 4 have cabinets of natural history, 1 has an art gallery, and 3 have gymnasiums. Seven report libraries ranging from 400 to 3,000 volumes.—(Returns.)

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

[For full statistics, see Tables X-XIII of the appendix, and summaries of these in the Report of the Commissioner preceding.]

SCIENTIFIC.

The *Illinois Industrial University*, Urbana, furnishes scientific and industrial training in its colleges of natural science, agriculture, and engineering; also, in the additional schools of military science, commerce, and art and design. Vocal and instrumental music, telegraphy, and photography are taught, but not as parts of the regular courses. It has been the aim to give to the college of agriculture the largest development practicable. The instruction unites theory and practice as far as possible. Technical studies are taught in connection with or following instruction in the sciences to which they are especially related, the chief means of instruction being lectures, with careful readings of standard agricultural books and periodicals and frequent oral and written discussions by the students of the principles presented. These are also illustrated by demonstrations and observations in the fields and stables. The college has a stock farm of 410 acres, provided with a large stock barn; also, an experimental farm of 80 acres.

Scientific departments or courses exist, too, in Abingdon College, Blackburn University, Carthage College, University of Chicago, Northwestern University, and Northwestern College, Ewing, Illinois, McKendree, Monmouth, and Westfield Colleges and Lake Forest and Lombard Universities. In Westfield College a department of natural science receives especial attention, a full analysis of various specimens in zoölogy illustrative of one branch, one class, several orders, &c., being required from each student, at first with the aid of books of reference, afterward, as far as possible, without other aid than the specimens. These analyses are handed to the teacher for criticism, like other written exercises.—(Catalogues and letter from the instructor at Westfield.)

THEOLOGICAL.

Instruction in theology is given by 5 independent theological schools, also in classes or departments connected with several colleges of the State. The schools referred to are *Chicago Theological Seminary* (Congregational), *Presbyterian Theological Seminary of the Northwest*, at Chicago, *Garrett Biblical Institute*, at Evanston (Methodist Episcopal), *Baptist Union Theological Seminary*, near Chicago, and *Augustana Theological Seminary*, Rock Island (Evangelical Lutheran). These have courses of study covering 3 years, with the exception of the last, which has one of 2 years. In the three first mentioned a total of 73 students out of 172 had received degrees in letters or science.—(Returns, 1877.)

Theological departments, with courses covering 3, 2, and 3 years, respectively, are reported by *Blackburn University*, Carlinville; *Northwestern College*, Naperville, and *Lincoln University*, Lincoln. The department at Blackburn University, from its catalogue of 1877, appears to have no theological students.

In addition to the above, a limited course of instruction in theology is given in the *Wesleyan University*, at Bloomington; in *St. Joseph's Ecclesiastical College*, Teutopolis; in *McKendree College*, Lebanon, and in *Eureka College*, Eureka.—(Catalogues, 1877.)

LEGAL.

The law schools from which reports have been received for 1877 are the *Union College of Law* of the Chicago and Northwestern Universities and the *law departments of Illinois Wesleyan University and of McKendree College.* These all provide a 2 years' course of instruction. Eight of the 15 young men studying law at McKendree College had received degrees in letters or science.—(Returns and catalogues.)

MEDICAL.

The two regular medical colleges in Chicago reporting, namely, the *Rush Medical College*, a department of Chicago University, and *Chicago Medical College*, a department of the Northwestern University, had respectively an attendance in 1877 of 392 and 156 students, respectively. Of the total number attending both colleges, 103 students had received degrees in letters or science. The course covers 3 years and attendance upon two full courses of lectures is required for graduation. A spring course additional to the regular one has recently been introduced at Rush College, consisting of lectures and recitations at the college and clinical instruction at the hospital and dispensaries.

Bennett Medical College, at Chicago (eclectic), offers a course of equal length with the foregoing.—(Catalogue for 1877.)

The *Chicago Homœopathic College* and the *Hahnemann Medical College*, Chicago, report for the winter course of 1877-'78 a total of 282 students, of whom 39 had received degrees in letters or science. The course in the former is 2 years of 26 weeks each; in the latter, 2 to 3 years of 22 weeks each, with a spring term of 10 weeks.—(Returns.)

The *Chicago College of Pharmacy* reports an attendance of 61 students, taught by 5 professors and instructors. Its course of study covers 2 years. A knowledge of medical botany is essential to obtain a diploma.—(Return, 1877.)

SPECIAL INSTRUCTION.

THE BLIND.

The *Illinois Institution for the Education of the Blind*, at Jacksonville, reports for the session of 1877–'78, instructors, 9; other employés, 23; pupils, 121. Besides the common school studies and music, the children are taught broom and brush making, chair seating, sewing, embroidery, and bead work. Volumes in library, 770; increase in the last year, 60.

THE DEAF AND DUMB.

The *Illinois Institution for the Education of the Deaf and Dumb*, also at Jacksonville, according to its printed report for 1876–'77, had, besides its superintendent, 15 teachers in its literary department, 3 in the department of articulation, 2 in that of art, with 6 foremen in the industrial and 11 other employés. There were 484 pupils on the rolls, with an attendance of 459 during the year. Industrial occupations, such as farm and garden work, shoemaking, cabinet making, and printing, enter into the course of training in connection with the usual school studies, with training in articulation and some instruction in art. A new building for the industrial occupations pursued was in process of erection, to be completed by the winter of 1877–'78. The library numbers 3,000 volumes, having added 500 during the year.

The *Chicago Day School for Deaf-Mutes*, under the control of the city board of education, had in it, at the date of the annual return, 2 male and 2 female pupils under 3 instructors in reading, writing, spelling, grammar, arithmetic, geography, and drawing.

THE FEEBLE-MINDED.

The *Illinois Asylum for Feeble-Minded Children*, at Lincoln, had in it for the fall and winter term of 1877–'78 a total of 50 instructors and other employés, with 182 children under training in reading, writing, arithmetic, geography, and such industrial pursuits as tend to develop a capacity for useful occupation.—(Return.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The twenty-fourth annual meeting of the State Teachers' Association was held at Springfield, December 26–28, 1877.

After an address of welcome by Governor Cullom, President Lewis delivered the annual discourse, in which he sketched briefly the history of the association and its progress during the past year, and spoke of the benefits of associated work in the profession.

On the second day, Superintendent Brooks, of Springfield, and J. H. Blodgett, of Rockford, discussed the question, "Should our high schools give instruction in the elements of political economy?" The next topic for discussion was, "What can be done to develop in our students a higher taste in English literature?" This was discussed by Professors J. H. Ely, of Mount Carroll, and H. L. Boltwood, of Princeton. Dr. Baily, of Lake Forest University, presented a paper on "Manners and morals in our public schools." Papers on "Public high schools" were offered by Dr. Newton Bateman, of Knox College, and Dr. J. M. Gregory, of the Industrial University. The question, "What can be done to make our pupils speak better English?" was discussed by Prof. O. E. Haven, of Evanston, and J. T. Ray, of Oregon. In the evening a lecture was delivered by Dr. McCosh, of Princeton College, on the theme "Upper schools necessary to elementary instruction."

The discussion of the following day was opened by Dr. Allyn upon the subject, "How shall our county superintendency be made more effective?" He was followed in a few brief remarks by Hon. S. M. Etter, superintendent of public instruction. A paper was read by C. I. Parker on the question, "Do we have too many examinations?" He was followed by P. Walker, of Rochelle, and E. A. Gastman, of Decatur. Mrs. Abby Sage Richardson then offered a paper on the subject, "How can we awaken a greater interest in the study of English literature?" Professor Peabody, of Chicago, gave a lecture upon "Sap," showing the manner of growth of vegetable and tree life; and Prof. A. A. Kendrick, of Shurtleff College, presented an essay on "The relation between public schools and public morals," and J. L. Pickard, of Chicago, one upon "The education of women." The paper by Mr. S. H. White, on competitive examinations, was ordered to be deposited with Superintendent Etter for preservation and future use.

Among the resolutions adopted was one appointing a committee of 5 to take into consideration the subject of reform in spelling and report at the next meeting on the advisability and practicability of substituting for the present orthography a phonetic system of representation; one, also, appointing a committee to gather facts relative to the matter of truancy, and report them at the next meeting; and one indorsing, "with emphasis and without equivocation, the coeducational system of schools, primary, secondary, and university, now in successful operation in this State, believing that the triune interests, physical, mental, and moral, of both sexes are far better subserved by this plan than by the system of separate instruction."—(Educational Weekly.)

OBITUARY RECORD.

PROFESSOR SAMUEL ADAMS, M. D.

Dr. Adams, distinguished in his ripened years for long and faithful service as an educator, was born at Gilead, Maine, December 19, 1806, and grew up amid the labors and privations of a pioneer settlement on the Upper Androscoggin. His school days in those early years were few, but he appears to have made the most he could of small advantages, and at 18 became teacher of a district school in his native town. Prosecuting his own studies while instructing others, he prepared himself for an academic course, and during two successive years spent some months at Gorham Academy; he entered Bowdoin College in 1827, and was graduated in 1831 with the highest honors. He contributed to his own support in college by teaching a winter school every year except the last. It was a great felicity of his collegiate life that Longfellow was then professor of modern languages at Bowdoin. Under the inspiration of such a teacher he acquired a taste for linguistic culture which stood him in good stead in later years. The first year after his graduation he taught in a high school at Bucksport, Maine; the next, commenced the study of medicine. While still engaged in medical study, he was appointed tutor of modern languages in the college and served as such for two years, during the absence in Europe of Professor Goodwin, who had succeeded Longfellow. The taking of his medical degree was thus deferred till the spring of 1836.

On graduating, he began the practice of medicine at Brunswick, pursuing scientific and linguistic studies still, and acquired such reputation as a scientist and scholar that in 1838, probably on the recommendation of the Bowdoin faculty, he was chosen professor of chemistry, mineralogy, and geology in Illinois College, Jacksonville, Ill., which had been chartered but three years before, though founded in 1829. He accepted the position, entered on it in October of the year of his election, and, with some changes in the title and duties of the chair, continued in it till his death, a period of more than 38 years. His labors as a teacher were, however, by no means confined to his own department. The resources of the college were not large, and he and his associates often had to perform much miscellaneous work, for which his broad culture eminently fitted him. He gave instruction, therefore, in the French and German languages for many years, and during his life as professor taught at intervals nearly every branch connected with the college course.

In addition to his labors as a teacher, he made no inconsiderable contributions to the more solid periodical literature of his time—first in a series of six articles in the Biblical Repository, from 1838 to 1848, originally designed to form the foundation of a book on "The natural history of man in his spiritual relations," which he never found the leisure to complete; next in a review of Darwin's Origin of Species, published in two successive numbers of the Congregational Review in 1871; and finally in reviews of Comte's Positive Philosophy and of Herbert Spencer's Proposed Reconciliation between Religion and Science, the former in the New-Englander of January and April, 1873, and the latter in the same for January, 1875. For all these reviews he prepared with most painstaking care, and the value of them is said to have been extensively acknowledged.

His friends found great satisfaction in believing that to all his accomplishments Dr. Adams added a firm Christian faith, and that it gave him support in the hour of death as it had in the labors and cares of his useful life.

Dr. Adams died of typhoid pneumonia, April 28, 1877, extensively beloved and generally respected.—(From a memorial notice by Ex-President J. M. Sturtevant, LL. D.)

CHIEF STATE SCHOOL OFFICER.

Hon. S. M. ETTER, *State superintendent of public instruction, Springfield.*

INDIANA.

STATISTICAL SUMMARY.

	1875–'76.	1876–'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6–21)	679, 230	694, 706	15, 476	....
Enrolled in public schools	516, 270	498, 726	....	17, 544
Average daily attendance	314, 168	298, 324	....	15, 844
Colored children enumerated	10, 261	....	....	....
Colored children enrolled	6, 963	....	....	....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts	9, 310	....	....	....
Number in which schools were taught	9, 259	....	....	....
Number of colored schools taught	115	....	....	....
Average term of schools in days	129	128	....	1
Public graded schools	398	....	....	....
Public ungraded schools	9, 004	....	....	....
Public school-houses	9, 434	....	....	....
Valuation of school property	$11, 548, 993	$11, 376, 730	....	$172, 263
TEACHERS AND THEIR PAY.				
White teachers in public schools	13, 317	....	....	....
Colored teachers	94	....	....	....
Men teaching	7, 852	8, 109	257	....
Women teaching	5, 559	5, 465	....	94
Whole number	13, 411	13, 574	163	....
Average monthly pay of men	$63 20	$61 27	....	$1 93
Average monthly pay of women	41 40	39 20	....	2 20
INCOME AND EXPENDITURE.				
Whole income for public schools	$5, 083, 327	$4, 873, 131	....	$210, 196
Whole expenditure for public schools	4, 921, 085	4, 673, 766	....	247, 319
PER CAPITA EXPENDITURE—				
Of school population	$6 29	$5 90	....	$0 39
Of enrolment	8 23	8 23	....	....
Of average attendance	13 56	13 76	$0 20	....
SCHOOL FUND.				
Available school fund	$8, 870, 872	$8, 842, 291	....	$28, 581

(From printed report and written return of Hon. James S. Smart, State superintendent of public instruction, for 1875–'76, and written return from the same for 1876–'77.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State superintendent of public instruction*, elected every second year by the people, is charged with the administration of the system of public schools, with the superintendence of the business relating to them, and with the supervision of the funds and revenues appropriated to their support. He is ex officio trustee of the State Normal School and president of the State board of education.

This *State board of education* consists of the superintendent, governor, and presidents of the State University, Normal School, and Purdue University, with the school superintendents of the three largest cities of the State. It meets quarterly, is an advisory council to the superintendent, issues instructions and questions to county superintendents for examinations of teachers applying for a license, grants licenses valid throughout the State to teachers who have passed its own examinations, and appoints the trustees of the State University and the official visitors of the Normal School.

LOCAL.

A *county superintendent of schools* is appointed biennially in each county by the boards of township trustees, meeting at the office of the county auditor on the first Monday in June.[1] He has general superintendence of the schools of his county, examines and licenses teachers for them, directs the apportionment of school funds to them, visits them for inspection at least once in each year, and as often must attend and preside at each township institute, making annual report to the State superintendent of all statistics relating to the county schools.

A *civil trustee*, elected every two years by the people in each township, acts also as a school trustee for his township, to engage teachers, apportion school money, care for the schools, and hold monthly institutes, and he and the three trustees of each incorporated town and city in the county form a county board of education for the adoption of text books, &c.

A *school director* in every school district is chosen by the people at each annual district meeting.

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

The State superintendent in Indiana makes full report to the legislature of all things connected with the school system only once in two years. In the intermediate year only a brief written report to the governor is called for. The statistics of this last, embodied in the return kindly furnished by Mr. Smart for 1877, afford our only information for that year. These show an increase in the number of youth of school age amounting to 15,476, with an increase of 163 in the number of teachers in the public schools; but, possibly from lack of full reports from minor officers, the enrolment in public schools appears to have diminished by 17,544 and the average attendance by 15,844, the receipts for schools diminishing also by $210,196 and the expenditures on them by $247,319. An estimated diminution of $172,263 in the value of school property does not count for much, as it is not more than proportionate to the shrinkage in all values, and probably the same may be said of a falling off of $28,581 in the available school fund.

KINDERGARTEN.

Only one Kindergarten is reported for 1877, that one apparently connected with the public school system of Indianapolis, and held in the high school building of that city. It had 30 children, 3 to 6 years of age, under the instruction of the principal and 4 adult pupils, the younger children being kept in school 3 hours daily, the advanced class an hour and a half longer, for 5 days in each week of the school year of 40 weeks. The younger ones are trained in the use of Fröbel's gifts and the exercise of his occupations, with plays, marches, music, and gymnastics; the older ones study natural history and read.

CITY SCHOOL SYSTEMS.

OFFICERS.

The boards of school trustees for cities with less than 30,000 inhabitants, under a general law, are ordinarily composed of 3 persons appointed by the common council for terms of 3 years, 1 retiring each year. Indianapolis, under a special act, has a board of 11 school commissioners, elected by the people for terms of 3 years.—(Schools of Indiana, 1876.)

STATISTICS.

Cities.	Estimated population	Children of school age.	Enrolment.	Average attendance.	Teachers.	Expenditure.
Fort Wayne	28, 400	10, 588	3, 558	2, 653	84	$71, 642
Indianapolis	100, 000	22, 806	*a*12, 060	*b*8, 355	183	215, 410
Jeffersonville	10, 000	2, 723	1, 309	....	26	19, 126
Lafayette	22, 000	6, 059	2, 705	1, 608	47	38, 856
LaPorte	7, 000	....	1, 190	877	26	37, 920
Logansport	15, 000	3, 788	1, 824	1, 191	31	41, 888
Richmond	14, 000	4, 236	2, 094	1, 874	45	34, 158
South Bend	15, 000	*c*3, 265	1, 601	1, 082	26	17, 093
Terre Haute	21, 000	7, 101	3, 892	*d*2, 707	80	66, 440

a This is exclusive of 33 normal pupils and 872 in evening schools.
b Exclusive of 576 in average attendance on evening schools.
c In a return from Superintendent Kummer the number of school age is put at 3,138.
d This is besides 17 in average attendance in an evening school.

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[1] This is the direction of the school law, both in its edition of 1873 and that of 1877; but the State superintendent, in the volume on The Schools of Indiana, published 1876, says that county superintendents are appointed by the county commissioners at their June meeting every second year. Those commissioners have the right to dismiss a superintendent for immorality, incompetency, or neglect of duty.

ADDITIONAL PARTICULARS.

Fort Wayne.—Respecting this city, the only official information is from a written return of Superintendent John S. Irwin, no printed report having been issued for some years. From this return we find that there were in 1877 special teachers of drawing, music, penmanship, and reading employed in the public schools, and that there were in private schools 26 teachers, with 2,300 pupils, making the whole number of teachers in the city 110 and the whole enrolment in schools 5,858. High school pupils, 189; graduates in 1877, according to the Indiana School Journal, 17, chiefly in the Latin and scientific courses.

At *Huntington* a method of teaching reading by a combination of the word method, the alphabet method, the phonic method, and the sentence method is reported to have proved highly successful, partly through use of selections from The Nursery, The Wide Awake, and other juvenile publications, with some aid from the daily newspapers. Dull pupils were aroused and all interested by having fresh and lively articles for reading, instead of stale repetitions from long used school readers.

Indianapolis.—Here, according to a return from Superintendent George P. Brown, there were special teachers of music, drawing, and penmanship in the public schools with salaries which indicate a determination to have in these branches instruction worth something. The private school enrolment is put at 1,340 (an estimate which seems very low for a city with such a population), while, in addition to the 12,060 in the ordinary public schools, there were 33 in a city normal school and 872 in city evening schools, making a total of 14,305 in private and public schools. The high school, according to the Indiana School Journal of June, 1877, numbered 572 pupils, and graduated 46 in the summer of that year, of whom 18 were from the 2 years' course, 28 from the full course. The principal of the school writes, in the Educational Weekly of September 13, 1877, that, from somewhat intimate knowledge of the circumstances, he believes not half the number of pupils educated in it would obtain more than the mere elements of education were the high school not within their reach, while, of its beneficial influence on even many who do not graduate and on the other schools, he speaks in decided terms.

Jeffersonville.—Two teachers of German are employed here in the public schools, these being the only special teachers indicated. The enrolment in private and parochial schools is put at 300. Public school buildings, 5; valuation of school property, $60,000. Gradation of schools, primary, grammar, and high.—(Return to Bureau of Education.)

At *LaPorte* improvement in composition writing has been effected by first designating each week those who are to write, then questioning each scholar thus designated, till some subject with which he is familiar and on which he has opinions is obtained. This point reached, the teacher aids in getting the subject outlined and has the scholar hand in a sketch of the outline proposed. This is revised and the composition written, which is first subjected to careful criticism and returned to be rewritten. Not until after this do readings take place, when a new criticism before the school occurs, including the reading as well as the style.

Lafayette.—The graded course of instruction in this city covers a period of 13 years. The high school, the course of which is included in the foregoing, had in 1876–'77 an enrolment of 94 pupils, taught by 4 instructors. Special teachers of drawing and penmanship were employed in the schools. The per cent. of daily attendance, based on the average number belonging, was 91; cost of instruction, $20.91; public school buildings, 11; sittings in these, 1,900; sittings in private and parochial schools, 700; enrolment in such schools, 1,000 for the year.—(Printed report and return.)

Logansport.—The figures given in the table are from a return by Superintendent John K. Walts, no official report having been published for 1877. The schools are classed as primary, grammar, and high, the last having an enrolment of 113. Sittings for study, 976 in the primary grades, 394 in the grammar, and 110 in the high. Valuation of school property, $180,000.

Richmond.—No other information comes from this place than that given in the table from a return by Superintendent John Cooper, except that the public schools had 1,975 sittings, with property valued at $81,000, that a special teacher of music was employed, and that in private and parochial schools there were 565 pupils.

South Bend.—There are 7 public school buildings belonging to the system in this city, including 1 high, 5 grammar, 12 intermediate, and 6 primary schools, with 1,700 sittings. Enrolment in the high school, 122. Graduates of this school are admitted to the freshman class of the State university without examination. Teachers' meetings were held weekly throughout the year. Private and parochial schools, 4; enrolment in these, 250.—(Printed report and return.)

Terre Haute.—The number of desks and sittings here in 1876–'77, including those in the German and recitation rooms, was 4,124; number exclusive of these, 3,687. Value of all school property, $215,471. There were 597 pupils studying German during the year. Enrolment in the high school, 199; graduates, 16. A Saturday drawing class was kept open, and had a total enrolment of 76 boys and 32 girls; average attendance each Saturday, 70. An evening school was in session 4 months, enrolling 53 pupils, with about 17 in average attendance. Careful attention was given to the subject of discipline, and with good results. Cases of corporal punishment and suspension were less frequent than during any year for a long time, and of the pupils enrolled 903 were not tardy and were very seldom absent from school.—(Report and written return.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

For full statistics of normal schools, see Table III of the appendix, and the summary of this in the Report of the Commissioner preceding.

The *Indiana State Normal School*, Terre Haute, was created by the legislature for the special purpose of instructing and training teachers for the public schools, and forms part of the State school system. Tuition is free and there are no incidental fees. Only such students are admitted as intend to qualify themselves to teach in the public schools of the State. The course of instruction covers three years, and includes, besides the subjects required by law to be taught in the public schools, drawing and vocal music and the elements of those branches of science and philosophy which bear upon the industrial, social, and political interests of the country. There is also a graduate course for those who wish to qualify themselves for teaching in high schools. The diploma of the school is, by law of the State, equivalent to a State certificate, relieving the holder from county examinations. The number of students in the normal school proper, in 1876–'77, was 282, of whom 146 were women and 136 men; in the model training school, 223.—(Catalogue, 1876–'77.)

Northern Indiana Normal School and Business Institute, at Valparaiso, not a State school, but aided by the county and city, was organized in 1873, and has since continued in rapid and regular growth. Among the various courses of study offered are preparatory, scientific, classical, select, musical, fine arts, and teachers' courses. Students thoroughly versed in the common branches can complete the classical course in two years of 50 weeks each, the scientific in one year, and the teachers' in two or three terms of 11 weeks each. Tuition is $8 a term, without extra charge for vocal music, elocution, penmanship, and German.—(Catalogue for 1878–'79.) A return gives the number of instructors in the preceding year at 20; number of pupils, all counted by the principal as normal, 2,555.

Elkhart County Normal and Classical School, Goshen, receives no State, county, or city aid, has 4 years in its full course of study, and, according to a return for 1877–'78, in the early part of that year, had 11 instructors and 175 pupils. Educational journals and magazines taken, 150. Drawing and music are taught, the former apparently from text books and copies only, without models and apparatus for free hand work.

Lagrange County Normal, Lagrange, instituted for the training of teachers in county and town schools, is conducted by the county superintendent, and had in the last year, according to a return from him, 4 instructors and 75 students. Music and drawing are taught, the latter with the same limitations as at Elkhart.

TEACHERS' INSTITUTES.

By law, at least one Saturday in each month during which the public schools may be in progress is to be devoted to township institutes or model schools for improvement of the teachers. Such institutes are to be presided over by a teacher or other person designated by the township trustee, and teachers in the public schools of the township must attend them or forfeit one day's wages for every day of non-attendance, unless the absence is from sickness.

County teachers' institutes are also provided for, and to encourage them each county auditor is authorized to draw on the treasurer of the county for $35 whenever the county superintendent shall file with him an official statement that there has been held in his county such an institute for five days, with an average attendance of 25 teachers or persons preparing to become such, while for one with an attendance of 40 there is an allowance of $50. Only one such payment, however, is to be made in any year.

Then, during the summer vacations, great numbers of independent institutes appear from the school journals to be held for the improvement of teachers who desire to qualify themselves for higher usefulness in their profession. More than fifty, apparently of this class, were noted, for the summer of 1877, in the Indiana School Journal, one of them a summer school for teachers in drawing, held at Purdue University; another, a "summer tramp," led by the scientific faculty of Butler University through a considerable portion of the Southern States for the field study of geology, mineralogy, botany, and zoölogy.

OTHER MEANS OF NORMAL TRAINING.

In addition to the foregoing, facilities for the training of teachers are provided in a number of the colleges of the State. Union Christian College has a normal course each spring term which affords students a review of the common school branches and special instruction in theory and practice. Bedford College has a normal department intended to cover 2 years, embracing all the studies required for a first class State certificate. At Moore's Hill College a normal department is sustained during the spring term when desired. Indiana Asbury University reports a normal course beginning in the spring term, but its extent is not stated. Fort Wayne College has two normal courses of 2 and 3 years respectively.

EDUCATIONAL JOURNALS.

The Indiana School Journal, organ of the State Teachers' Association and of the superintendent of public instruction, continued its useful work throughout the year, diffusing a large amount of local and general school news and publishing many papers of much value to teachers. It has been well aided in this direction by a younger companion, The Common-School Teacher. Both are monthlies, the former published at Indianapolis, the latter at Bedford.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

From the Indiana School Journal, which, as the organ of the State superintendent, probably derives its figures from his books, we have reports of high schools in 45 cities and towns, with 133 teachers, 3,511 pupils, and 391 graduates in 1877. Sixteen, however, do not report the number of pupils, 3 omit the number of teachers, and 4 give only the number of graduates.—(Indiana School Journal of June and July, 1877.)

OTHER SECONDARY SCHOOLS.

For full statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges and universities in this State, see Tables IV, VI, VII, and IX, in the appendix, and summaries of these in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

Information for the year 1877 has been received through special returns or printed catalogues from 16 colleges of the State; all but 4 of these colleges are open to young women as well as to young men.

The *Indiana State University* has discontinued its law school, and reports only preparatory and collegiate departments, the latter with classical and scientific courses. Both sexes are on an equal footing. Tuition is free.—(Catalogue, 1877.)

Bedford College reports four separate complete courses, the classical, the scientific, the ministerial, and the ladies' course, which lead respectively to the degrees of B. A., B. S., and B. L., the last being conferred on those who complete either the ministerial or the ladies' course. Young women are admitted to all the classes and privileges of the college.

The name of the *Northwestern Christian University* has been changed to *Butler University*. Its colleges, as at present organized, are (1) biblical literature and Christian evidences; (2) pure and applied mathematics; (3) English literature; (4) Latin language and literature; (5) Greek language and literature; (6) natural history; (7) intellectual, moral, and political philosophy, logic and rhetoric; (8) physics and chemistry, and (9) modern languages. For field instruction in natural sciences, such of its students as desire it are now regularly conducted by some of the professors on a "summer tramp" through portions of the country that afford special advantages for study in this line.

At *Ridgeville College* a change has been made in the courses of study by substituting an English course for what has been termed the practical course. The three courses now provided, English, scientific, and classical, cover 8 years, the English and classical each occupying 4 and the scientific being made from the last 2 years of the English and the first 2 of the classical, Greek excepted.

The courses of instruction in the remaining colleges appear to be the same as reported in 1876.

For full statistics, see Table IX of the appendix, and a summary of this in the Report of the Commissioner preceding.

COLLEGES FOR WOMEN.

Besides the colleges open to young women in common with young men, 2 especially devoted to the higher education of women make report for 1877. Each of these colleges is chartered and both teach music, drawing, painting, French, and German. One has some means for illustration in chemistry and both have apparatus for instruction in physics. They report libraries numbering respectively 500 and 800 volumes.—(Returns, 1877.)

For full statistics of these colleges, see Table VIII of the appendix, and a summary of this in the Report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

[For full statistics of scientific and professional schools, see Tables X-XIII of the appendix, and the summaries of these in the Commissioner's Report preceding.]

SCIENTIFIC.

Purdue University, at Lafayette, the agricultural college of the State, provides 3 general departments of instruction, as follows: (1) the academy or preparatory school; (2) the college of general science; (3) the special schools of science and technology. The course of study in the college of general science is similar to the scientific course in several other colleges, but it devotes more time to the natural and physical sciences. These are the leading branches in the course, and require at least one-third of the student's time for four years. The special schools are those of agriculture and horticulture, civil engineering, industrial design,[1] physics and mechanics, chemistry and metallurgy, and natural history. The university has a well stocked farm of 189 acres of choice land, with appliances for teaching both agriculture and horticulture. A new university building, costing over $40,000, has been completed, and was formally dedicated November 21, 1877. It is four stories high and 154 by 56 feet.—(Catalogue of university, 1876, and Indiana School Journal, December, 1877.)

Rose Polytechnic Institute, at Terre Haute, was chartered in 1874, but has not yet been opened for pupils. This institute was founded and endowed by Chauncey Rose, esq., late of Terre Haute, who died August 13, 1877.—(Return, 1877.)

THEOLOGICAL.

St. Meinrad's College has a theological course which, covering four years, appears to be a modification of the collegiate. There were 23 students in 1877.

In *Bedford College* there is a ministerial course which is the same as the classical, except that it omits the mathematics of part of the sophomore and all the junior year, substituting therefor certain theological studies.

In *Indiana Asbury University* a biblical course has been arranged, which, commencing with the sophomore year, by a system of substitutions, gives a course in Hebrew, patristic and New Testament Greek, biblical chronology, archæology, church history, &c.

In *Hanover College* biblical instruction is a part of the regular course of study.

Butler University has a department of biblical literature and Christian evidences, in which the Bible is the text book.

In *Union Christian College* the New Testament is used as a text book for regular recitation in Greek during 3 terms of the classical course.

Concordia College, according to a letter from its "director," was established for the especial education of ministers of the gospel. It does not, however, give the students preparing for the ministry a theological training; but, having prepared them for this by collegiate instruction, turns them over to the Theological Seminary of the Evangelical Lutheran Synod of Missouri, Ohio, and other States, at St. Louis.

LEGAL.

The *Law Department of the University of Notre Dame* has a course of instruction covering 3 years and embracing chiefly constitutional and international law, municipal law, law of contracts, equity jurisprudence, criminal law, evidence, pleading, and practice.—(Catalogue.)

The *Law Department of Indiana University*, as before mentioned, has been "suspended until further notice."—(Catalogue, 1877.)

MEDICAL.

The *Medical College of Evansville* had an attendance of 40 students in 1877, of whom 3 had received degrees in letters or science. The plan of instruction requires the attendance of the student through two annual sessions and 3 years of study under the direction of some regular physician.

The *Indiana Medical College*, at Indianapolis, had 82 students in 1877, of whom 5 had received degrees in letters or science. The return from this college gives 2 years as its course of study; but from the catalogue it appears that the requirements for graduation are as great as in other colleges whose course is given as 3 years, namely, studying medicine for 3 years under a competent preceptor and attendance upon two full courses of medical lectures, the last of which must have been in the institution.—(Returns and printed report.)

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[1] A summer school for instruction in drawing was held at the university by the instructor in this department during the vacation of 1877, and many teachers in the public schools are understood to have availed themselves of its advantages.

The *College of Physicians and Surgeons*, Indianapolis, makes no report beyond that published in the report of this Bureau for 1876, when return was made of 72 students in a 2 years' course of study, 19 of whom had received a degree in letters or science.

SPECIAL INSTRUCTION.

INDIANA INSTITUTION FOR EDUCATING THE DEAF AND DUMB.

A return of the statistics of this institution for 1877 shows an attendance of 363, making 1,158 who have received instruction since the foundation of the institution. The course of study comprises primary and higher departments, the former covering 7 years, the latter 3. The instruction in work is considered second in importance only to the intellectual and moral culture of the pupils. Two hours each day are given to labor and 5 to literary studies.—(Printed report, 1876.)

INDIANA INSTITUTE FOR THE EDUCATION OF THE BLIND, INDIANAPOLIS.

This institution, since its foundation in 1847, has had 572 pupils under instruction. In 1877 there were 110 attending, who were instructed in the common English branches and music, both vocal and instrumental; also in the employments of broom making, chair seating, sewing, and fancy work. It is estimated that there are about 250 blind children of school age in the State, and that more than half of them are growing up in ignorance through lack of sufficient public interest in their welfare to see that they are placed in the school provided for them by the State.—(Return and report, 1877.)

INDIANA HOUSE OF REFUGE, PLAINFIELD.

This reformatory school had in November, 1877, a total of 339 inmates under training, an increase of 14 over the preceding year. The boys are classified into 9 school grades, taught by 3 competent teachers, and each boy is required to attend a session of school daily. It is proposed to grade the school anew, forming 8 grades only, under 4 instructors, securing 3 hours of schooling each day. In the intervals of school the boys are employed in chair caning, tailoring, shoemaking, farm and garden work, and such other occupations as will make them useful and train them to habits of industry and capacity for self support.—(Report for 1877.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The twenty-fourth annual meeting of the Indiana State Teachers' Association was held December 26, 27, and 28, 1877. The address of welcome was made by Mr. W. A. Bell, president of the Indianapolis school board. His remarks were responded to by Mr. W. H. Wiley, the retiring president, who then introduced his successor, Rev. J. H. Martin, of Franklin. He took for his topic "Moral culture in the school room," and said he would have all science, whether physical, moral, or intellectual, taught in most intimate connection with the Bible.

A paper was read on "Science in elementary schools" by A. W. Brayton, superintendent of the department of natural science in the Indianapolis schools, and Joseph Moore, president of Earlham College, followed with remarks on the same subject. B. C. Burt, of the Indiana State Normal School, read a paper entitled "Enthusiasm for English," which, by vote of the association, was ordered to be printed in the Indiana School Journal. President Tuttle, of Wabash College, opened the discussion, stating his approval of the arguments used in favor of better and more thorough appreciation and study of English literature. Temple H. Dunn, of Fort Wayne, presented a paper entitled "How to deal with slow pupils in graded schools," which was discussed by Mr. R. G. Boone, of Frankfort, and Mr. H. B. Jacobs, of New Albany. Superintendent M. Seiler, of Auburn, read a paper entitled "Educate a boy and he won't work." He said many boys become idle not because they are educated, but rather because they know so little as to be incompetent for the higher kinds of employment, and that the cure for idleness is to make the public schools more efficient. President W. T. Stott, of Franklin College, Hon. J. H. Smart, and President White, of Purdue University, discussed this paper. Mr. Smart thought it possible to educate a man so that he will not work; but if the dignity of honest labor be taught he will work. President White said "the history of civilization refutes the assertion that education unfits a boy for manual labor. The most industrious people in every nation are the educated. Our system may be imperfect, but, with all its defects, it is having a beneficial effect. * * * Educate a people and they will work with their hands and their brains."

In the evening Dr. George A. Chase, of Louisville, delivered the annual address of the association, on "The public school teacher." He said that what the system needs most is the educated, well equipped teacher, who thoroughly knows the subjects he treats of; that he should have self control, sound bodily health, take invigorating exercise in the sun and air, and sleep at proper times, to keep himself in the best condition for his work.

The other papers and addresses presented were: "How to economize time in ungraded schools," by T. D. Tharp, superintendent of schools, Grant County; "Grube's method in numbers," by a teacher in one of the Indianapolis schools, Miss Ruth Morris, which, with the illustrations offered, seems to have awakened much enthusiasm; "The relation of public libraries to the schools," by Mrs. Sarah A. Oren, of Purdue University; "Temperance," by Mrs. Governor Wallace; "Dr. Arnold of Rugby as an educator," by Dr. Rogers, of Asbury University; "Horace Mann as an educator," by Prof. A. R. Benton, LL. D., of Butler University; and "The Russian system of industrial art education as applied at the Massachusetts Institute of Technology," by Dr. J. D. Runkle, president of that institute.

The editor of the School Journal says: "The meeting was among the best that have occurred. The attendance was quite large, reaching 384, and there was not a failure on the programme. The only absent person appointed to duty sent in his paper, and it was read. The programme was an improvement upon former ones in that it was not so much crowded. There is, however, nearly a unanimous sentiment in the association in favor of limiting the time occupied by each paper to 30 minutes or less."—(Indiana School Journal, February, 1878.)

MEETING OF COUNTY SUPERINTENDENTS.

The annual meeting of county superintendents, held in Indianapolis, June 26, 27, 1877, was the largest, with one exception, ever held in the State, 57 counties being represented. Among the subjects before the meeting were: "The best mode of correcting mistakes when observed by superintendents," "The kind of work to be done in township institutes and the objects to be gained," "The county superintendent in the township institute," "The province of the county board of education," "How to conduct examinations," and "How to conduct teachers' institutes."

Among the resolutions adopted were the following: "That the pay of teachers should be in proportion to their qualifications and the size and requirements of the school;" "that county boards should adopt a course of study and rules for the regulation of the district schools of the county;" and "that country districts should have at least six months of school each year."—(Indiana School Journal.)

COLLEGE ASSOCIATION.

Twenty-four collegians, representing 9 of the colleges of the State, met on Thursday, December 27, during the sessions of the State Teachers' Association. President Alexander Martin, of Asbury University, presided. After a full interchange of opinion, it was resolved at a second meeting to organize a separate association in connection with the general association, the annual sessions to be held at the place and on the day preceding the annual meeting of the last named association.—(Indiana School Journal, February, 1878.)

OBITUARY RECORD.

PROF. EDMUND OTIS HOVEY, D. D.

This gentleman, Rose professor of chemistry and geology in Wabash College, Indiana, died at his home in Crawfordsville, March 6, 1877. Born at East Hanover, N. H., July 15, 1801, he spent his boyhood on his father's farm, and did not begin his studies for college till he was 21. Entering the freshman class at Dartmouth in the spring of 1825, he was graduated in 1828, and entered the theological seminary at Andover in the autumn of that year. Completing its 3 years' course and graduated in 1831, he was sent by the American Home Missionary Society to preach in the Wabash country, Indiana, as an evangelist. In connection with four fellow missionaries in that region, he aided in laying the foundations of Wabash College, in 1832–'33; became agent for it in 1834, securing its first president and $24,000; in the same year he was appointed professor of rhetoric in it; made professor of chemistry, mineralogy, and geology, in 1836, he thenceforward continued in connection with it till his death. For 26 years he added to his labors as professor the treasurership of the college, did much for the improvement of its buildings and grounds, and industriously collected for it a cabinet, which he made of great interest and value. In such useful labors the quiet evening of his days was spent, and in 1869 came the degree of D. D. from Dartmouth to brighten with its well earned honor the later life of him who had probably done more than any other one man to establish and build up into permanence the college with which he was connected.—(Origin and Growth of Wabash College, by President Tuttle; funeral discourse by the same; Christian Union of April 4, 1877.)

PROF. JOHN O. HOPKINS, A. M.

On the morning of October 16, 1877, Professor Hopkins went buoyantly to the hall of Butler University, in which he held the chair of Greek, and while in conversation with the president began to complain of loss of sight, then of vertigo, and, sinking soon into what appeared a fainting fit, gently and without any apparent death struggle passed away. This sudden death, at the age of 38, was probably the result of heart disease, from which his father, Hon. Milton B. Hopkins, late superintendent of public instruction in Indiana, had suffered before him.

Under the training of this excellent father, Professor Hopkins early sought all available opportunities for the best mental and moral culture; he studied at Ladoga Academy, at Wabash College, at the Northwestern Christian University, and finally at the Kentucky University, where he was graduated with honor in June, 1871. Engaging at once in the work of education, he became vice president of Howard College, Kokomo, Ind., which his father had founded in the early portion of the year 1870 and from which he had passed to the superintendency of public instruction in the spring of 1871. But the carrying on of such an institution after its founder had forsaken it involved great labor and responsibility, and in 1872 the offer of the chair of Greek in the Northwestern Christian University (now Butler University), at Irvington, Indiana, tempted the young vice president away. Entering heartily into the work in his new field, he strove to secure, alike in himself and in his students, a thorough mastery of the beautiful language he was set to teach. He succeeded so well in the endeavor and made such progress in the five years of his professorship as to indicate that if his life had been prolonged he would have made himself a considerable name in this line; but he died almost on the threshold of the labors he had undertaken.—(Memorial notice by Prof. A. R. Benton, in the Indiana School Journal for November, 1877, and letter from Professor Benton.)

CHAUNCEY ROSE, ESQ.

This gentleman, whose death, August 13, 1877, is among the records of the year, was eminently a friend of education. Among the educational donations made by him during his lifetime were $8,000 to the Indiana State Normal School, for its library; $60,000 to Wabash University, for the endowment of 2 professorships; and $450,000, to establish and endow the Rose Polytechnic Institute at Terre Haute, his place of residence. His donations to benevolent causes were equally generous. But, while his gifts were heralded in the newspapers and noised abroad by men, his whole life was, in its quiet modesty, an exemplification of the rule "Let not thy left hand know what thy right hand doeth." By the terms of his will, the Rose Polytechnic Institute, the name of which was given it by others and not by himself, is his residuary legatee, and it is hoped will receive a considerable addition to the large endowment mentioned.—(Indiana School Journal, September, 1877.)

CHIEF STATE SCHOOL OFFICERS.

Hon. JAMES H. SMART, *State superintendent of public instruction, Indianapolis.*

[Second term, 1877–1879.]

STATE BOARD OF EDUCATION.

[Term, membership in the State board lasts during continuance in office.]

Members.	Post-office.
His Excellency James D. Williams, governor	Indianapolis.
Hon. James H. Smart, State superintendent of public instruction	Indianapolis.
Rev. Lemuel Moss, D. D., president of the State University	Bloomington.
Hon. Emerson E. White, LL. D., president of Purdue University	Lafayette.
William A. Jones, president of the State Normal School	Terre Haute.
Hon. Horace S. Tarbell, superintendent of Indianapolis public schools	Indianapolis.
John M. Bloss, superintendent of Evansville public schools	Evansville.
Dr. John S. Irwin, superintendent of Fort Wayne public schools	Fort Wayne.

IOWA.

STATISTICAL SUMMARY.

	1875–'76.	1876–'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5–21)	553, 920	567, 859	13, 939	....
Enrolled in public schools	398, 825	421, 163	22, 338	....
Average attendance	229, 315	251, 372	22, 057	....
Attendance in private schools	12, 856	12, 383	....	473
SCHOOL DISTRICTS AND SCHOOLS.				
District townships	1, 099	1, 086	....	13
Independent districts	2, 933	3, 138	205	....
Subdistricts	7, 017	7, 015	....	2
Ungraded schools	9, 454	9, 948	494	....
Graded schools	405	476	71	....
Average time of school in days	136. 40	145. 40	9	....
Private schools	126	127	1	....
Public school-houses	9, 908	10, 296	388	....
Value of these	$9, 375, 833	$9, 044, 973	....	$330, 860
Value of apparatus	140, 892	159, 216	$18, 324	....
Volumes in school libraries	17, 122	17, 329	207	....
TEACHERS AND THEIR PAY.				
Number of male teachers	6, 830	7, 348	518	....
Number of female teachers	12, 222	12, 518	296	....
Average monthly pay of men	*a*$37 37	$34 88	....	$2 49
Average monthly pay of women	28 09	28 69	$0 60	....
Teachers in private schools	463	471	8	....
INCOME AND EXPENDITURE.				
Whole income for public schools	$5, 387, 524	$5, 349, 029	....	$38, 495
Whole expenditure for public schools	4, 288, 582	5, 197, 426	$908, 844	....
EXPENDITURE PER CAPITA—				
Of school population	....	$7 90	....	....
Of enrolment	....	10 67	....	....
Of average attendance	....	17 87	....	....

a Incorrectly returned last year as $47.27.

(From printed report of Hon. C. W. von Coelln for the years 1875–'76 and 1876–'77 and returns to Bureau of Education for the same years. The items of income and expenditure are from the latter.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

For supervision of all county superintendents and of all the common schools of the State, there is a *State superintendent of public instruction*, chosen by the people every two years.

For government of the State university, and thus exerting some influence on secondary and superior instruction generally, there is a *board of regents* chosen by the legislature, composed of the governor, State superintendent, and president of the State university, ex officiis, with one person from each congressional district.

LOCAL.

For supervision of public schools in counties, *county superintendents of public instruction*, elected every two years.[1] Women are eligible to all school offices.

For the care of schools in townships, which are the ideal school districts, a *board of directors*, of at least 3 members, elected annually for the township if undivided into subdistricts; if divided into these, composed of a subdirector from each subdistrict, with one for the township at large in case there are only two.

For independent districts, composed of towns with 300 to 500 inhabitants, boards of directors of 3 members; with 500 or more, of 6 members. Each board of directors elects a president of its own number, with a secretary and a treasurer, who may be of that number in the smaller independent districts.—(School law, 1876.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

Superintendent von Coelln, at the beginning of his report, expresses the opinion that there is reason for encouragement as to the general condition of the school system, and an examination of the reports of county superintendents to him shows much ground for that opinion.

The number of good school-houses furnished with patent desks, and sometimes with pleasantly ornamented grounds, appears to be steadily increasing. A superintendent of one of the average counties writes: "Many of the school-houses are ornaments to the neighborhoods in which they are situated; trees and shrubbery are planted and the entire surroundings made attractive. Six new houses have been erected during the year, all comfortable and convenient." Though notices of this kind are not invariable, they are frequent in the reports.

Normal institutes for the improvement of the teachers seem to have been very generally held and numerously attended. In a considerable number of cases the effects of these upon the teachers are spoken of with great enthusiasm, and these effects are pretty sure to be increased by a course of study now marked out for all the institutes.

In several counties voluntary associations of teachers have been formed for discussion of studies, methods of discipline and management, and these associations, holding meetings additional to the institutes, have aided the good work which the institutes have commenced. In Keokuk County, such meetings were held monthly in nearly every township, and in this and in at least three other counties library associations grew out of the meetings of the teachers, the need of larger and more varied reading appearing and being realized as various school questions were discussed.

THE TEXT BOOK QUESTION.

The subject of the heavy cost of text books, in connection with the frequent change of them, is discussed by the superintendent in the light of the experience of other States, and his opinion is given against the adoption of a system of State uniformity. He says that there should be uniformity of books in the same school, and, if possible, in the township, and for this the law intends to provide; but it fails to command boards of directors to adopt a series of text books, and therefore changes are made by teachers and subdirectors to suit themselves. This, he thinks, should be remedied by a provision of law requiring an authoritative adoption of text books by boards of directors. It is agreed that the books should be furnished to the pupils at less cost than they now are, and a law is favored similar to the Wisconsin law on this subject, permitting the purchase of text books by townships, the books to be loaned or otherwise furnished to pupils under such conditions as may be prescribed by the school authorities. Scholars might be charged enough for the loan of books to reimburse the district, and they might be made to pay for all wantonly destroyed. There are, however, certain classes of scholars who absent themselves from school chiefly because they are too poor to buy books or pay for the loan of them, and, if the masses are to be educated, such children must be furnished books at the expense of the public.—(Biennial report, 1875–'77.)

COMPULSORY EDUCATION.

In discussing this question, the superintendent begins with the proposition that the right of the State to tax a person for the education of other people's children implies the right of the taxpayer to demand the education of those children. He thinks that in compulsory laws a mistake has been made in not recognizing the difference between compulsory education and compulsory attendance at school. The State not only has the right, but it is its duty, to require a certain amount of intelligence in all the children who live within its borders. To accomplish this, it may be necessary to compel the attendance at school, but this should be done only when it is clear that the education of the child is neglected at home, and then only long enough to secure that limited knowledge which the State has a right to demand, including, the superintendent thinks, scarcely anything except reading, writing, and the fundamental rules of arithmetic. He believes that nearly all the children of this State between the ages of 8 and 16 living in the rural districts attend school some portion of the year, and that, therefore, no urgent necessity exists for a compulsory law. In towns and cities there is a class of children who are growing up wholly without proper training; but for these he would have reformatory or industrial schools established.—(Report, 1875–'77.)

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[1] Any county with 2,000 or more inhabitants, choosing to have a county high school, may also choose a board of 6 trustees of said school, one-third to be changed each year at the general election.—(School law, 1876.)

IMMATURITY OF TEACHERS.

Superintendent von Coelln says that it has been customary to employ girls of 14 and 15 and boys of about the same age to teach schools, and that this has been done more particularly by subdirectors in engaging relatives; he therefore issued instructions to county superintendents, partly at their request, forbidding the granting of certificates to young women of less than 17 and to young men of less than 19 years of age. He suggests that the legislature enforce this rule by enactment, advancing the age one year, making it 18 and 20, and prohibiting subdirectors from employing relatives by blood or marriage to the third degree.—(Biennial report, 1875–'77.)

KINDERGARTEN TRAINING.

One Kindergarten only, situated at Cedar Rapids, reports itself for 1877, having a principal, assistant principal, and three other teachers, with 40 children in attendance, 3 to 8 years old, who are kept under instruction 3 hours of each school day for 40 weeks in the year. The children are trained in the use of Fröbel's gifts and the practice of his occupations, with calisthenics and games as taught by Mrs. Kraus-Bœlte, their exercises being aided and regulated by the music of a piano.

CITY SCHOOL SYSTEMS.

OFFICERS.

By law, cities and towns containing not less than 300 inhabitants may, with the consent of the district townships with which they have been connected, be constituted independent school districts. These elect boards of 3 directors, when their population is under 500; boards of 6, when the population is 500 or more. Each board of directors chooses a president of its own number, and a secretary and treasurer, who may be of that number in the smaller boards, but not in the larger ones. In cities a superintendent often becomes the executive officer of the board.—(School laws, 1876.)

STATISTICS.

City.	Population (estimated).	Children of school age, 5–21.	Enrolment.	Average attendance.	Teachers.	Expenditure.
Burlington	28, 000	5, 963	*a*3, 356	2, 003	71	$50, 535
Davenport	30, 000	....	4, 710	3, 269	94	71, 500
Dubuque	25, 000	9, 347	3, 879	2, 488	72	44, 452
Keokuk	15, 000	5, 732	*b*2, 500	2, 100	52	35, 340
Ottumwa	12, 500	2, 409	1, 490	972	26	25, 032
West Des Moines	14, 000	3, 592	*c*1, 955	1, 399	36	49, 183

a Besides 1,000 in private and church schools. *b* Besides 500 in private and church schools.
c Besides 400 in private and church schools.

ADDITIONAL PARTICULARS.

Burlington reports 10 school buildings, with 61 school and 12 recitation rooms; a high school, city normal school, apparently 3 evening schools, and 25 private or parochial schools; but makes no specific designation of the number of teachers and pupils in these, except the last.

Davenport returns 11 school buildings, with 70 rooms, 19 of them for recitation in German; high school or schools, city normal school, and 2 evening schools, the high school enrolment being 248; that of the normal school, 22; that in the evening schools, 236. Special teachers of drawing, penmanship, and German are employed. There is no note of private or parochial schools.

Dubuque, in a printed report, indicates the existence of 8 graded and 2 ungraded schools, the grading of the former extending up through 16 primary, secondary, and grammar school classes to a high school, which has a business course of 2 years, with classical and Latin scientific courses of 4 years each. Enrolment in high school, 142. Of the 72 teachers employed by the board, 3 are special teachers of German and 56 were educated in the public schools of the city.

Keokuk makes written return of 2,500 sittings for study, with indication of the existence of primary, grammar, and high school grades, and of the employment of special teachers of penmanship and vocal music, but does not designate the number of school buildings and school rooms or the enrolment in the various departments.

Ottumwa, in a printed report, shows 3 school buildings, with apparently 22 rooms, the schools divided into 8 grades below the high school, in which last the course is of 4 years and the enrolment 62 for the year.

West Des Moines reports 4 school buildings, with 38 rooms, of a seating capacity of 2,150; primary, grammar, and high school grades; 146 pupils in the high school. A certificate given by the State superintendent and two other members of an examining committee attesting the thorough training afforded in the high school is mentioned.

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

Iowa State Normal School, at Cedar Falls, presents in its first annual catalogue for 1876–'77 three courses of study: (1) an elementary course of 2 years for such as propose to teach in any of the schools below the high school; (2) a didactic course of 3 years, meant to prepare for high school teaching; (3) a scientific course of 4 years, qualifying for any position in connection with the schools. Thus far, students seem to have entered for only the lowest of these three courses, the catalogue showing 155 in its two classes, 105 of them young ladies.[1] The number of resident instructors is 4, besides the principal. Drawing and both vocal and instrumental music are taught, the two former without charge, as a portion of the course in which tuition is free; the last at a charge of $12 for twenty lessons on the piano and organ.

Eastern Iowa Normal School, Grandview, not under State control, has (1) an elementary normal course, which, its catalogue for 1876–'77 says, "persons having a good knowledge of the common branches and a few of the higher will be able to complete in one year;" and (2) an "advanced" normal course, supplementary to the former, the time required for which is not distinctly given, but seems to extend to two years. There are also scientific and business courses, with a department of music. Resident instructors, 5; non-resident, 6; normal students, 120, equally divided in respect to sex; other students, 30. Here, too, drawing and music are taught, and, according to a return to the Bureau of Education, there is a chemical laboratory with apparatus for illustrating physics.

In the report of the State superintendent appear two other institutions, the *Southern Iowa Normal and Scientific Institute*, Bloomfield, Davis County, and *Troy Normal and Classical Institute*, Troy, in the same county. The former reported to the State superintendent 6 instructors and 200 pupils, without classification of the normal students. The latter made no report.

City normal schools, as before stated, appear in connection with the city school systems of Burlington and Davenport, the latter having 22 pupils.

OTHER NORMAL TRAINING.

A *chair of didactics*, in connection with the State University at Iowa City, is meant to prepare for advanced schools those senior students who intend to become teachers, and also such special students as may be qualified to be classed with them. The number under instruction in 1876–'77 was 22; graduates, 4, all engaged in teaching.—(Return to Bureau of Education.)

Normal or teachers' courses, generally of 2 to 4 years each, are announced in the catalogues of Algona College, Algona; Amity College, College Springs; Cornell College, Mount Vernon; Iowa Wesleyan University, Mount Pleasant; Oskaloosa College, Oskaloosa; Penn College, at the same place; Parsons College, Fairfield; Tabor College, Tabor, and Upper Iowa University, Fayette. Whittier College, Salem, sends return of one, with 4 instructors and 34 normal students. Iowa College, Grinnell, proposes also to establish such a course, and with a view to this is endeavoring to secure the endowment of a professorship of the theory and practice of teaching.

Normal institutes, which are substantially short training schools for teachers and such as desire to teach, are required by law to be held annually in each county by the county superintendent, with such aid as may be necessary. The State superintendent attends as many of these institutes as due attention to his other duties will permit, and assists in the instruction and management of them. The expense of the institutes is defrayed by a fee of $1 on every teacher's certificate issued and a registration fee of $1 from each person attending, with such additional sum as may be appropriated by the board of supervisors in the county in which the institute is held.[2] The sessions are from one to six weeks. An excellent course of instruction for them is given in the State report.

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[1] A later return to the Bureau of Education gives the number of normal students as 139; other students, 15. This is probably for the fall term.

[2] By the older law, apparently not repealed in this respect, $50 from the State treasury are also available for such institutes wherever the county superintendent can give reasonable assurance that not less than 20 teachers desire to assemble for institute instruction.—(Code of 1873.)

In 1875–'76 there were 98 such institutes; 1876–'77, one more. Attendance on the former, 9,548; on the latter, 11,929.—(Appendix to report.)

NEW EDUCATIONAL JOURNAL.

Partly "to show *what* should be taught in the schools, *how* it should be taught, and how the school may be made so interesting that even the dullest boy or girl may be stirred to higher aims," a new school journal, called the Iowa Normal Monthly, was started by W. J. Shoup & Co., of Dubuque, August, 1877, and has since continued to fill efficiently the place vacated at the close of 1876 by The Common School. The new paper, which has been adopted by the State superintendent as his medium of official publication, contains much important matter from his pen.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The number of public graded schools in 1876 was 405; in 1877 it was 476. In 89 of these schools some foreign language is taught, viz, German in 45, Latin in 70, Greek in 11, and French in 3, but the number of pupils engaged in such studies is not given.[1]

A course of study for these graded schools and others that may adopt a graded system has been prepared by a committee of the association of principals and city superintendents, and is given in Superintendent von Coelln's report. It provides for a four years' high school course beyond the eight years of primary and grammar school, and includes Latin and German, with mathematics, natural sciences, English grammar and analysis, American and English literature, composition and rhetoric, general history, civil government, and mental philosophy. It admits of separation into two courses, English and preparatory, and the effort has been to have each year complete within itself, thus making it possible for any board to adopt one, two, or more years for its high school course, it being thought that most cannot judiciously undertake more than three years and that many should limit their course to two. A 4 years' course is recommended only for cities having more than 6,000 inhabitants.—(Report for 1876 and 1877.)

The superintendent of Guthrie County reports a county high school, with 53 pupils enrolled and an average attendance of 51. In the cities of Davenport, Dubuque, Ottumwa, and West Des Moines the high school enrolment reported aggregated 598. Burlington and Keokuk had high schools, but did not report the enrolment in them.

For full statistics of these cities, see Table II of the appendix, and its summary in the Commissioner's Report preceding.

OTHER SECONDARY SCHOOLS.

Selecting from a list of "academies and other private schools" given by Superintendent von Coelln 60 whose statistics and titles seem to indicate some sort of academic character, we find in them a report of 233 teachers, with 5,171 pupils, but no classification of these either as to the studies engaged in or the extent to which they are pursued.

For detailed statistics of business colleges, private academic schools, preparatory schools, and preparatory departments, see Tables IV, VI, VII, IX, and for summaries of these the Commissioner's Report preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

Eighteen universities and colleges report statistics for 1877, either by special return or printed catalogue. All except one admit both sexes.

For statistics of colleges and universities, see Table IX of the appendix, and a summary of this in the Commissioner's Report preceding.

The *State University* provides instruction in collegiate, legal, medical, and civil engineering departments. Its 6 years of academic study allow 2 for a preparatory course and 4 for the 3 separate collegiate courses, namely, classical, scientific, and philosophical. These embrace instruction in English language and literature; ancient and modern languages; mathematics; astronomy; physical, natural, political, and moral science, and didactics. The degrees conferred on completion of the academic courses are A. B. and PH. B.

Penn College, Oskaloosa, in charge of Friends, reports collegiate, preparatory, normal, and commercial departments; the first with classical and scientific courses, each of four years.

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[1] In another year, however, statistics which have been in course of collection will be available.

Central University, Pella (Baptist), has preparatory, musical, and collegiate departments; the last with classical and scientific courses, each covering 4 years.

The courses of instruction in the remaining colleges appear to be the same as reported in 1876.

COLLEGES FOR WOMEN.

Besides the facilities afforded women for higher instruction in colleges open to both sexes, the *Immaculate Conception Academy*, at Davenport, which has a collegiate charter, is exclusively devoted to the education of women in the higher branches. Music, drawing, painting, French, and German are taught; there are apparatus for the illustration of chemistry and physics, a cabinet of natural history, a gymnasium, and a library of 1,100 volumes.—(Return.)

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

[For statistics of scientific and professional schools, see Tables X-XIII in the appendix, and summaries of these in the Commissioner's Report preceding.]

SCIENTIFIC.

The *Agricultural College of Iowa* provides courses of instruction in agriculture, mechanical engineering, civil engineering, general science for women, and normal training, besides a number of special courses made up from the foregoing.

The *Department of Civil Engineering in the State University* provides five years of instruction in this and related branches. One of the years is preparatory; the others are collegiate; and students, upon completing the course satisfactorily, receive the degree of C. E.

THEOLOGICAL.

Griswold College (Protestant Episcopal), lately reopened, has a department of theology, with a course of instruction covering 3 years. The branches to receive special attention are systematic divinity, apologetics, biblical exegesis, ecclesiastical history, church polity, pastoral theology and homiletics, liturgics, and canon law.

The *German Theological School of the Presbyterian Church of the Northwest*, at Dubuque, sends a return from which it appears that 3 professors and instructors were engaged in the school. The number of students is not given, nor is the extent of the course of study.

German College, connected with the Iowa Wesleyan University and designed to be the theological institution of the German Methodists in the valley of the Mississippi, has a theological course of 3 years, in which 3 students were engaged during the year 1876-'77.—(Catalogue.)

The *Bible Department of Oskaloosa College* (Disciples) reports for 1877 an attendance of 15 pupils, taught by 2 instructors. The course of study covers 3 years.

Central University (Baptist) and *Simpson Centenary College* (Methodist Episcopal) have classes in theology for the benefit of those who cannot take a full course.

LEGAL.

The *Law Department of Iowa State University* reports an attendance of 113 students, of whom 25 had received degrees in letters or science. The course of instruction covers one or two years, at the option of the student. It is intended to embrace all branches of a complete legal education, so far as is practicable within the time allotted, and to prepare students for the bar of any State in the Union, special attention, however, being given to the subjects most likely to be useful in western practice.

The *Iowa College of Law*, a department of Simpson Centenary College, had 20 students in 1877, of whom 6 had received degrees in letters or science. The course of instruction embraces the whole field of elementary law found in Blackstone, Kent, and Walker, and is so arranged as to be completed in one year, beginning in September and ending in June.—(Return and catalogue, 1877.)

The *Iowa Wesleyan University* provides what appears from the range of subjects embraced to be a fair course of instruction in law, but the number of years in the course is not given. There were 8 students during the year 1876-'77.—(Catalogue.)

MEDICAL.

The *Medical Department of the State University* and the *College of Physicians and Surgeons*, at Keokuk, report an attendance respectively of 85 and 230 students in 1877. Total attendance, 315; number of graduates in 1877, 128; resident and non-resident instructors and lecturers, 19. The 3 years' course of medical instruction reported in the State university comprises two full courses of lectures; but, in order to receive the degree of M. D., students must have been engaged in the study of medicine under some reputable practitioner 3 years, including the 2 devoted to the course of lectures. The College of Physicians and Surgeons makes the same requirements, but allows 4 years of reputable and regular practice of medicine to be accepted as an equivalent for one of the courses of lectures.—(Returns and catalogues.)

SPECIAL INSTRUCTION.

STATE INSTITUTIONS.

From the State report for 1875-'76 and 1876-'77 we take the following statistics of the several special schools under State control as reported for 1877:

State College for the Blind, at Vinton, 12 instructors and 102 pupils; *State Institution for Deaf and Dumb*, Council Bluffs, 12 instructors and 153 pupils; *State Reform School* (for boys), Eldora, 3 instructors and 188 pupils; *State Reform School for Girls*, Salem, 5 instructors and 50 pupils; *State Soldiers' Orphans' Home*, Davenport, 3 instructors and 180 pupils; *State Asylum for Feeble-Minded Children*—an addition to the other State schools dating from September, 1875—3 instructors and 85 pupils.

The ordinary branches of an elementary English education are taught in all these schools, as indicated by returns from them, with such industrial occupations as will promote good health and aid in future self support; while to the blind a knowledge of music is imparted and to the deaf-mutes some training in drawing, with a view to the same end. In the State Asylum for Feeble-Minded Children the pleasant methods of the Kindergarten system are used to some extent to arouse the dormant intellect and awaken interest in the studies pursued.

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The twenty-second annual meeting of the State Teachers' Association was held at Cedar Rapids, December 26, 27, 28, 1877.

After the address of welcome by Mr. Hormel and Superintendent von Coelln's response to it, the president of the association, Miss P. W. Sudlow, delivered her inaugural address, in which she ably discussed various topics of interest to educators, viz, Kindergarten instruction, industrial education, the increasing defect of vision in school children and in the educated classes generally, and women as educators. Following this were various addresses and papers; among them "Normal schools, their courses of study and degrees," "Political science," "The metric system," "Denominational schools," "Moral training in public schools," "Normal institutes," "Secondary education and preparation for college," "The inductive philosophy in its application to theology," "The prominence that should be given to the English language in the public schools," and "The education of women," the last two being by Hon. J. L. Pickard, of Chicago.

The following, among other resolutions, were passed: One in favor of teaching social and political science in the public schools and one favoring instruction in the principles of morals as well as in scholarship.

The paper on "Secondary education and preparation for college," by Prof. N. C. Campbell, sets forth that the educational field is occupied by two distinct systems, based on widely differing theories, the college system and the public school system; and that our educational scheme can never reach its full usefulness and success until these two features are harmonized and work in mutual helpfulness; that as matters now stand the high school graduate is unfitted to enter college, knowing too little Latin and Greek, however much of everything else. The public school course, it is stated, is judiciously selected and arranged to produce symmetrical mental development and practical knowledge; hence it would seem that the college should adjust its course somewhat to that of the schools; but, as the one system can scarcely be expected to come the whole way to meet the other, a fair compromise should be made by the high school taking some of the natural sciences, literature, and history from the colleges, and teaching a little more Latin, with one year of Greek.—(Iowa Normal Monthly.)

CHIEF STATE SCHOOL OFFICER.

Hon. C. W. von Coelln, *State superintendent of public instruction, Des Moines.*

KANSAS.

STATISTICAL SUMMARY.

	1875–'76.	1876–'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5–21)	212,977	232,861	19,884	....
Enrolled in public schools	147,224	157,919	10,695	....
Average daily attendance	89,896	118,612	28,716	....
SCHOOL DISTRICTS AND SCHOOLS.				
School districts in the State	4,658	4,875	217	....
Reports from districts	4,442	4,536	94	....
School-houses for public schools	3,881	*a* 4,008	127	....
Graded schools with course of study	556	....	....	....
Average term of school in days	103.5	108	4.5	....
Pupils in private elementary schools	3,525	4,476	951	....
Teachers in such schools	202	....	....	....
TEACHERS AND THEIR PAY.				
Teachers in public schools, men	2,402	2,772	370	....
Teachers in public schools, women	3,174	3,279	105	....
Whole number	5,576	6,051	475	....
Average monthly pay of men	$33 66	$33 19	....	$0 47
Average monthly pay of women	27 03	29 82	$2 79	....
INCOME AND EXPENDITURE.				
Whole receipts for public schools	$1,244,688	$1,570,755	$326,067	....
Whole expenditure for public schools	1,198,437	1,328,376	129,939	....
EXPENDITURE PER CAPITA—				
Of school population	$5 69	$5 70	$0 01	....
Of enrolment	8 28	8 41	13	....
Of average attendance	13 56	11 19	....	$2 37
STATE SCHOOL FUND.				
Available school fund	$2,262,559	*b*$2,036,000	....	$226,559
Fund, including part not now available.	10,482,991	10,000,000	....	482,991
STATE SCHOOL PROPERTY.				
Value of sites, buildings, libraries, and apparatus.	$4,600,259	$4,337,654	....	$262,605

a The number of school-houses for 1877 is derived, at second hand, from the office of the State superintendent.

b Of this amount, $1,336,727.98 are deposited in the State treasury; the balance is the (estimated) amount unpaid on school lands already sold.

(Returns from Hon. John Fraser and Hon. Allen B. Lemmon, State superintendents of public instruction, for the two years indicated, with printed report of the former for 1875–'76.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

For general supervision of the educational interests of the State there is a *State superintendent of public instruction*, elected every two years.

For examination of teachers, with a view to the granting of State diplomas valid throughout the State during the life of the holders, or State certificates valid for three or five years, there is a *State board of education*, consisting of the State superintendent, the chancellor of the State university, the president of the State Agricultural College, and the principals of the State normal schools at Emporia and Leavenworth.

For management and investment of the State school funds, including the university fund, there is a *board of commissioners of the school funds*, composed of the State superintendent, secretary of state, and attorney general.

LOCAL.

For supervision of common schools in counties there is in each county a *county superintendent of public instruction*, elected by the people every second year. He must report to the State superintendent each October.

For examination of teachers in each county there are *county boards of examiners*, composed of the county superintendent and two persons appointed by the county commissioners.

For the care of schools in districts, into which counties are divided for local convenience, there are *district boards*, composed of a director, clerk, and treasurer, elected by the voters of the district for terms of three years, one of the three going out annually in the order of election, to give opportunity for a change, if called for. Graded school districts, composed of two or more ordinary districts, united for the establishment of a graded school, have a board of three officers with the same titles, elected and changed in the same way.

For the care of schools in cities there are *boards of education*, composed, in cities of more than 15,000 inhabitants, of three members for each ward, elected by the qualified voters thereof; in cities of 2,000 to 15,000 inhabitants, of two members for each ward. In each case, there is provision for an annual change of one member.

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

The figures of the statistical summary before given indicate an advance that is exceedingly encouraging, the increase of 19,884 in the number of youth of school age being met by an increased enrolment fairly corresponding of 10,695 in the public schools, and much more than overtaken by 28,716 additional daily attendance in those schools, with 951 more in private or church schools. The valuation of the State school fund and of the sites, buildings, and other property belonging to the schools has gone down; but not more in proportion than that of almost every other kind of property, while the receipts and expenditures for maintenance of the school system have considerably advanced, and that in the face of a financial pressure affecting nearly every kind of business. No report giving any further information respecting the public schools and their related institutions has been published for 1876–'77.

CITY SCHOOL SYSTEMS.

OFFICERS.

As stated previously, in cities of 2,000 to 15,000 inhabitants the general law calls for boards of education, consisting of 2 members, elected by the people from each ward for 2 years' terms; in cities of more than 15,000, of 3 from each ward, elected for terms of 3 years each. In both cases there is provision for a change of one member each year in each ward. City superintendents of schools are the usual executive officers of the boards.—(School laws, 1877.)

STATISTICS.

Cities.	Population.	Children of school age.	Enrolment.	Average attendance.	Teachers.	Expenditure.
Atchison	*a*12,000	3,000	*b*1,320	1,130	23	$13,640
Lawrence	*a*7,500	2,652	1,449	1,210	30	25,815

a Estimated. *b* In private and parochial schools about 300 more.

ADDITIONAL PARTICULARS.

Atchison.—No report of the city schools for 1876–'77 having been published, the statistics above given contain all our information for that year, except that a return from Superintendent Scott shows 5 school buildings, with 12 primary, 6 grammar, and 4 high school rooms used for both study and recitation, and 4 high school rooms for recitation only, the buildings, with their sites, furniture, and apparatus, being estimated at $64,100. The schools were taught for 180 days out of the 200 school days of the year.

Lawrence.—The classification here is the now common one of primary, grammar, and high schools, the course of the first covering 5 years, of the second 2, of the third 3. There was a regrading at the beginning of the school year 1876–'77, making the course consist of whole year grades, instead of partly half year ones, as formerly. This arrangement on the whole has worked more satisfactorily than the former one, and allows of as many promotions as the other, although not of as frequent ones. The high school has a course in English, modern languages, and sciences; also such course in the ancient languages as the board may from time to time prescribe.—(Report for 1876–'77, with return from Superintendent Boles.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

It was mentioned in the Commissioner's Report for 1876 that, in consequence of the failure of the legislature to make appropriations for the support of the three State normal schools, the one at Concordia and that at Leavenworth had been closed for the greater part of that year. A letter from the president of the normal school board at Concordia informs us that the school remained closed at least through 1877, and the absence of either report or return from the school at Leavenworth appears to indicate that it also remains in the same condition. A circular, dated 1877, from the one at Emporia, however, shows that the struggle for existence which it made in 1876 has been successful, and that it is to go on in its work under an arrangement which involves dependence on the proceeds of the sale of lands and on tuition fees. A return for 1877 gives the number of instructors as 6, the number in normal classes as 139, of whom 80 were young women. There are two courses of study, an elementary common school course and an advanced normal and scientific course. The printed circular gives 3 years for the lower course and 2 for the higher; but the written return, of later date, states that the former covers 2 years and the entire normal course 4, indicating a modification made in the autumn of 1877.

NORMAL DEPARTMENT.

The catalogue of the University of Kansas for 1876–'77 states that as no appropriation had been made by law for the support of the normal department for the two years beginning July 1, 1877, the regents had found it necessary to so change the course of study as to lessen the cost of instruction. The common school course which had been taught during 1876 and part of 1877 was therefore dropped, and arrangements made for only a higher normal course of 3 years, to be prepared for either in the preparatory department of the university or in high schools accredited as preparatory schools, and to be prosecuted afterward, as far as respects academic studies, in the regular university classes; as respects common English branches, under students from the upper normal classes, directed and supervised by the principal of this department. Students in the normal department, 120 in 1876–'77; in the higher normal course at the opening of 1877–'78, only 12.

NORMAL INSTITUTES.

To make up in some degree for the lack of normal schools and to bring the means of special training for the various duties of a school within reach of all who either were already teachers or might desire to be such, a law was passed in 1877 requiring county superintendents to hold annually in their respective counties a normal institute of not less than ten weeks' duration for these classes. The expenses of such institutes are to be defrayed from the fee of $1 paid by each candidate for a teacher's certificate and a registration fee of $1 to be paid by each person attending the institutes, with whatever additional sum county commissioners might allow, this sum not to exceed $100. Two or more counties with less than 3,000 inhabitants in each, with the consent of the State superintendent, may unite in holding a normal institute under certain prescribed conditions. An excellent course of study for these institutes has been prepared and issued by State Superintendent Lemmon, and there are indications that they are being held throughout the State. A Kansas paper, in close communication with the office of the superintendent, states that "during the months of July and August, 1877, 60 were held, giving employment to over 200 teachers and providing a first class school of methods to nearly 5,000 other teachers, at a total cost of less than $16,000. For the support of these schools the State appropriated $2,800, the counties in which they were held about $5,000, and the teachers paid the remainder."

The same paper says: "The most noticeable results of this system of establishing a normal school in each county for a term of weeks each year are a gradual raising of the standard of teachers, a development of new and progressive ideas, and a correction of abuses and [bad] practices in schools, with a general awakening of the people to a sense of their duties and responsibilities in the matter of educating the generations that are soon to follow them."

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

In the absence of a State report, official information respecting this class of schools is wanting, except what comes through the catalogue of the State university. This shows that the proposition made to the high schools of the State to adopt a uniform 3 years' course of study, with a view to linking themselves with the university and having their graduates admitted to its freshman class, has been adopted thus far by only 5 high schools. These are the schools at Atchison, Emporia, Lawrence, Leavenworth, and Winchester. This arrangement implies that the high schools of these cities adopt for themselves the following studies, in connection with the higher English: in Latin, three books of Cæsar's Commentaries and three of Virgil's Æneid; in Greek, Harkness's First Book and three books of Xenophon's Anabasis. Students preparing for a scientific course may substitute for the Greek an equivalent amount of study in natural philosophy and French or German.

Besides the above mentioned high schools, there are others at Burlington, Hiawatha, Manhattan, Salina, and Topeka, at least, with some 50 higher departments in graded schools elsewhere; but from none except the one at Lawrence, where there are 5 teachers, including the principal, are any statistics now available.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges and universities, see Tables IV, VI, VII, and IX of the appendix, and the summaries of these in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

Returns for 1877 have been received from 8 universities and colleges of Kansas. For full statistics, see Table IX of the appendix, and the summary of it in the Report of the Commissioner preceding.

In the *Kansas State University*, only 2 of the several departments contemplated have as yet been organized, viz, that of science, literature, and the arts, and the normal department. The former comprises 6 courses of instruction, namely, 2 leading to the degree of A. B. and 4 to that of B. S. A preparatory department has been organized to supply the existing need of suitable preparatory schools, but it is not to be a permanent feature of the university. Approved high schools are expected to do the preparatory work in the near future.

A majority of the colleges in this State are open to both sexes. Five of the 6 which report collegiate students have among the number 56 young women.

COLLEGES FOR WOMEN.

In addition to the provision made for the higher education of women in the colleges just mentioned, one, the *College of the Sisters of Bethany*, at Topeka, is devoted exclusively to this work. The college is chartered, and teaches among other branches music, drawing, painting, French, and German. It has apparatus for the illustration of physics, a gymnasium, and a library of 703 volumes.—(Return.) The bishop of the Protestant Episcopal diocese of Kansas is its president and gives it his personal supervision.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

From the *State Agricultural College*, Manhattan, there is no information additional to that contained in the report of the State superintendent for 1875–'76, which showed that instruction was given in farm work, botany, practical horticulture, chemistry, and physics, elementary English and mathematics, higher mathematics, German and French, industrial drawing, mechanical employments, printing, telegraphy, and instrumental music. The number of instructors for that year was 16; of students, 303.

The three scientific courses provided by the *State University* are in chemistry, natural history, and in civil and topographical engineering. The studies in the freshman and sophomore classes are the same as those of corresponding classes in the general scientific course. During the remaining two years the studies are principally those which bear more nearly upon the various divisions of scientific study pursued.—(State report.)

In *Baker University*, *Highland University*, and *Lane University* there are also scientific courses. Total of students in these and in the scientific studies of the State university, according to returns from them, 110.

SPECIAL INSTRUCTION.

KANSAS INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB, OLATHE.

This institution has instructed 178 pupils since its foundation in 1866, and had in 1876–'77 an attendance of 115, of whom 54 were males and 61 females. The elementary branches of a common school education are taught, besides the employments of printing, shoemaking, and tailoring.—(Return, 1877.)

KANSAS INSTITUTION FOR THE EDUCATION OF THE BLIND, WYANDOTTE.

Forty-two pupils were under instruction here in 1876–'77. The branches taught are spelling, Boston type, New York point, music, grammar, elocution, American literature, geology, United States history, geography, arithmetic, and algebra. The employments are, for the boys, brush and broom making, and, for the girls, fancy work and palm leaf hat making. The plan has been recently adopted of paying the boys in the broom shop for their labor, and its results have been excellent. Under it the manufacture of brooms has been increased from 75 dozen to 500 dozen. By this plan, too, such boys as have had to depend on charity for their clothing are nearly enabled to pay for it themselves. Thus there is cultivated a spirit of independence, and business habits are fostered, each boy keeping his own accounts with the shop.—(Return and printed report, 1877.)

CHIEF STATE SCHOOL OFFICERS.

Hon. ALLEN B. LEMMON, *State superintendent of public instruction, Topeka.*

[Term, 1877–1879.]

STATE BOARD OF EDUCATION.

[Term, that of the official tenure of members in their several offices.]

Members.	Post-office.
Hon. Allen B. Lemmon, State superintendent of public instruction	Topeka.
Chancellor James Marvin, D. D., of State University	Lawrence.
President John A. Anderson, of State Agricultural College	Manhattan.
Principal Charles R. Pomeroy, D. D., of State Normal School	Emporia.

KENTUCKY.

STATISTICAL SUMMARY.

	1875–'76.	1876–'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6–20), white	448,142	459,395	11,253	
Youth of school age (6–16), colored	50,602	53,126	2,524	
Whole number of school age	498,744	512,521	13,777	
Enrolled in public schools *a*	228,000	208,500		
Colored enrolment *a*		19,107		
Average attendance	156,000	125,000		17,607
Average attendance of colored youth		13,393		
SCHOOL DISTRICTS AND SCHOOLS.				
School districts not in cities (white)		5,836		
School districts (colored)		620		
School-houses for colored pupils		287		
Value of these		$83,402		
New school-houses built	112	53		59
Value of these	$21,000	$23,000	$2,000	
Number of private schools	700	700		
Pupils in such schools		35,000		
Number of academies	75	75		
Number of colleges	25	25		
TEACHERS AND THEIR PAY.				
Number of male teachers	4,020	4,000		20
Number of female teachers	1,610	2,000	390	
Number of colored males		331		
Number of colored females		199		
Average salary of males a month		$40		
Average salary of females a month		35		
INCOME AND EXPENDITURE.				
Whole income for public schools	$1,513,789	$1,827,575	$313,786	
Whole expenditure for public schools	1,491,000	1,130,000		
SCHOOL FUND AND SCHOOL PROPERTY.				
Permanent school fund	$1,600,000	$1,600,000		
Estimated value of all school property	1,970,000	2,300,000	$330,000	

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a The total enrolment for 1876–'77 is probably to be obtained by including the colored enrolment, here given separately, which would leave a decrease of 393 on the (estimated) enrolment of the year before.

(From printed reports of Hon. Howard A. M. Henderson for 1875–'76 and 1876–'77, with written returns to Bureau of Education for the same school years. The financial statement is from the latter, the other statistics mainly from the former; but, as the returns from several counties and many districts have been wanting for both years, the figures used by the superintendent are, in some cases, only the result of an effort to reach an estimate which may come near the truth. Some of the above statistics were published in the abstract portion of the Report of this Bureau for 1876 as for that year; they belonged properly to the school year ending June 30, 1877.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State superintendent of public instruction* is chosen by the people every fourth year for all the duties connected with a general supervision and annual report of the public schools.

A *State board of education*, in which the attorney general, secretary of state, and two professional teachers selected by the other members of the board are associated with the superintendent, aids him in establishing rules and regulations for the schools, recommending text books, and hearing appeals from the action of county commissioners.

A *State board of examiners* for testing the qualifications of such teachers as desire State certificates, good in any county for five years, is formed by uniting with the State superintendent two professional teachers selected by him.

LOCAL.

A *county commissioner of common schools* is chosen for each county by the county court of claims every second year, and performs the ordinary duties of a superintendent of public schools.[1]

A *county board of examiners*, for examining and licensing those who wish to teach in the public schools of the county, is formed in each of these divisions of the State by the county commissioner associating with himself two persons chosen by him. Certificates issued by this board are good within the county for two or four years, according to grade. The board may also select, from the list of text books put forth by the State board of education, a uniform series for the county, which shall not be changed for two years.

A *school trustee* for each district is chosen annually by the people, to engage teachers, provide the needful school buildings, and care for and make annual report of schools; the boards are hereafter to consist of 3 members, one going out each year, to admit of new election. For colored school districts 3 trustees are appointed by the county commissioner.

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

Notwithstanding decrease in the distributable school fund, a consequent decrease in the State allowance for each child, and considerable complaint of comparatively slight results from the State system, Superintendent Henderson thinks that on the whole there is an increasing interest in common schools. Exclusive of 15 cities and towns in which the schools are well graded and about 500 teachers are employed, schools were taught in 1876-'77 in all but 36 of the 5,836 school districts for white children in the State, and in 532 of the 620 districts for colored children. In the districts in which no schools were held, the failure to have them is attributed to epidemics, fire, or want of a suitable and comfortable place. Of the 700 private schools, too, with their twenty-five to thirty-five thousand pupils, many are said to have been in part public schools, the common school of the district being taught in connection with the private one, on consideration of a certain State allowance for each public pupil, or the latter being an extension of the former, as a pay school, after the free school session has expired. At least eight-ninths of the children under instruction in the State, Dr. Henderson holds, are being taught through the agency of common schools; and he conceives that the results achieved are far beyond what could be reached with the same expenditure under any other than a public system. By a comparison of Kentucky with many other States, he shows that the want of still larger and more satisfactory results is to be attributed not to a lack of sufficient State aid for the schools, but to the absence of voluntary local taxation, supplementary to the State allowance. On this point he says decidedly: "The school system of Kentucky can only be made the equal of that of other States whose success we admire and covet for ourselves, by doing as they have done, namely, cease to rely solely upon an insufficient and variable State bonus, and by district taxation raise the necessary funds to lengthen the term and improve the character of the district school." — (State report for 1876-'77.)

SCHOOLS FOR COLORED CHILDREN.

There were 532 schools for colored children taught during the year. Though the aid given these schools by the State is comparatively small, the colored people have by private subscriptions supplemented the public bonus and in many instances had good schools. In some localities the farmers, recognizing the value of schools for the colored people, as contributing to the permanency of their labor, have aided in sustaining such schools. That antagonism which at first threatened to overthrow the system or impair its usefulness is rapidly yielding to more enlightened views and to the judicious counsel of prudent, intelligent men of the colored race. In several counties institutes are being organized composed of colored teachers, and colored citizens of the better class are accepting the office of trustee.

There are colored school districts reported in all but 8 counties, aggregating 620 districts. In all but 88 of these districts schools were taught, and in those which had no schools the colored population is sparse and scattered. These results are certainly remarkable for a system that has had strong prejudices to contend against and has been not more than three years in practical operation.—(State report, 1876–'77.)

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[1] In addition to the commissioner for the county of Jefferson, there is one for the city of Louisville, elected biennially by the city council.

GRADED SCHOOLS.

The graded schools in the 15 cities and towns where they have been established are said by Dr. Henderson to be the pride of the citizens and to have so demonstrated their educational efficiency as to awaken no regret except that they were not tried earlier. He wishes every town of 600 inhabitants to endeavor to establish and maintain one, and proposes to draft a supplementary article to chapter 18 of the law, under the provisions of which any town may establish a system of graded schools without further special legislation. To aid still further in this good work, he publishes in the appendix to his report abundant suggestions as to the proper grading of such schools.—(State report for 1876–'77.)

KINDERGÄRTEN.

A Kindergarten of the German and English Academy, Louisville, reports 1 conductor with 25 to 30 children, 4 to 7 years of age, trained in the occupations and with the apparatus of Fröbel's system, "with excellent results." Another, forming a department of Mrs. W. B. Nold's school, in the same city, reports a conductor who is a graduate of Mrs. Kraus-Bœlte's training class in New York City, a teacher of dancing, and 24 pupils, 3 to 8 years of age. In the former the children are under training 5 hours daily; in the latter, 3 hours. The latter, besides the usual Fröbel occupations, with oral lessons in German, has dancing and light gymnastic exercises, and speaks of the effects of the training as "decidedly beneficial," fostering habits of obedience, promptness, neatness, and patience, cultivating the taste, bringing out latent inventive genius, and imparting grace of motion, polish of manner, and improved physical condition. A third school, which was held in connection with the Female Seminary in Georgetown, is reported by the principal to be discontinued for want of proper appreciation by the parents of the merits of the system, though he himself was delighted with it and believed it a method of instruction for primary classes which must eventually supersede all others.

CITY SCHOOL SYSTEMS.

OFFICERS.

Boards of trustees, differing in number and in term of office in different places, appear to be the ordinary school officers for the cities of the State, no general law prescribing the number or the term. City superintendents serve as executive officers of the boards in the chief cities. In Louisville, besides the board of trustees, composed of two members from each ward, there is a board of examiners, composed of the city superintendent and 6 or more professional teachers, chosen by the committee on examination and course of study, to examine applicants for the position of teacher in the public schools.

STATISTICS.

Cities.	Population.	Children of school age.	Enrolment.	Average attendance.	Teachers.	Expenditure.
Covington	35, 000	9, 800	3, 500	2, 420	63	$68, 800
Lexington	15, 000	5, 989	1, 788	1, 545	31	17, 967
Louisville	[a]125, 000	45, 000	17, 533	11, 951	[b]284	285, 302
Newport	18, 500	6, 500	2, 674	1, 989	40	29, 645

[a] Statistics of Louisville are for 1876, none for 1877 having been received.
[b] Besides 4 music teachers and 27 teachers of German.

ADDITIONAL PARTICULARS.

Grades in the city schools.—State Superintendent Henderson, in his Kentucky School Lawyer, published 1877, says, p. 259: "We have now graded schools in every city of the Commonwealth, with the exception of Bowling Green, and efforts are being made there to establish one."

Covington.—A return from Superintendent Best gives 35 as the number of primary school rooms; grammar school rooms, 24; high school rooms, 5; sittings in all, 2,720; number of days schools were taught, 200; valuation of all school property, $196,000.

Lexington.—"The educational system here includes colored as well as white children, and is purely elementary as to both, except that in the most advanced department of each school some studies are attended to which form part of the course in high schools."—(Letter from Superintendent Harrison.) The number of colored children enrolled was 768; average daily attendance of these, 661; teachers for them, 12;

school buildings for both white and colored, 9; school rooms, 31; value of school buildings belonging to the free school system, $40,000.—(Return.)

Louisville.—There are in this city 8 grades below the high schools, the course in which is 4 years, and the enrolment in 1875-'76, of both sexes, 660. For the preparation of teachers, there is a training school in which young women receive special instruction as to methods and discipline, and are then appointed to positions as openings occur. Five of the city schools are for colored children, and in the year covered by the report 3 night schools were maintained, enrolling 888 pupils, with an average attendance of 443 additional to the numbers given in the table. These night schools were open from the third Monday in October to the last Friday in February. They have been for boys and young men. Others for girls and young women are proposed.—(Report for 1875-'76.)

Newport.—The enrolment is the same as that reported for 1875-'76, but the average attendance is 80 less. Schools were in session 10 months. In 1876 the high school was nominally abolished by the board and one class substituted for it called the higher intermediate. Two grades were taught, however, with the assistance of the superintendent, corresponding to the first and second year grades of the former high school, with an enrolment of 48 and average attendance of 37 pupils.—(Report.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

That better teachers are desirable and that normal schools are the great agents to supply them, Dr. Henderson says, no one at all acquainted with the facts will deny. Nor can it be denied that all the States having a well developed system of common schools have supplied such schools as necessary adjuncts to that system. The testimony as to their utility, too, he holds, is uniform. Having addressed inquiries on this subject to a number of representative educators, he received from all substantially the same reply, namely: "They are invaluable auxiliaries to our system;" "they have improved the qualifications of our teachers 60 per cent.;" "the normal graduates are always preferred;" "the normal graduates raise the aspirations of the teachers and induce them to study and pursue the approved methods of the new education;" "by teaching in the institutes they multiply themselves through inducing others to adopt their methods;" "they have proven a grand power in grading and disciplining our schools;" "they have elevated, in the public sentiment, the esteem in which teaching is held;" "by all means secure them for your State at the earliest possible moment;" "once tested you will wonder that you have done without them so long;" "nothing yields so large a dividend on the cost."

As a means of securing such valuable aids to the State system with very little extra cost, Dr. Henderson suggests the addition of two normal professors to the present staff of the Agricultural and Mechanical College, utilizing the other professors for such branches as would fill out a good normal course. This plan would yield the full means of instruction at a cost of only about $5,000 annually beyond what is now incurred. Then, to secure normal students, he would have 200 young men selected by the county courts of claims and sustained at the college out of the interest of the surplus school moneys, which, now amounting to $339,000, have been bonded by the State and yield for distribution nearly $20,000. This sum, apportioned to the counties in proportion to school population, gives, in most cases, less than two cents a child, an amount so little appreciable in results that Dr. Henderson thinks there would be a real gain in appropriating the whole surplus bond revenue, with the consent of the several counties, to the proposed training of 200 better teachers annually for the schools. If the plan thus outlined should be carried out, it would give the State a normal school, in connection with its own existing college, at an expense of only $5,000 annually, to begin with, additional to the present cost of schools—a small sum for a large State and as a means to a great benefit.

Other plans for securing normal instruction, less practicable and more expensive, have been suggested: (1) that the State establish a normal professorship in each of the colleges within it and in several of the female seminaries; (2) that a faculty of normal professors should be organized, who should constitute a peripatetic school, travelling from one section to another and holding at each point a session of two to four months; (3) that several schools for training teachers, with a grand central normal university, should be established.

Pending the discussion of these plans for State normal school training, the dependence for special preparation of teachers has to be on the normal departments of Berea College and Columbus College; the Kentucky Normal School of Messrs. Vance and Campbell, at Carlisle;[1] the Glasgow Training School, under A. W. Mell, at Glasgow;

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[1] Graduates of the normal courses in this school have, by the charter, a right to teach in the common schools of the State for five years without examination by either the State or county boards.—(Circular of school, 1877.)

the Normal School at Morgantown, under W. J. Finley; and the Louisville Training School, connected with the school system of that city. For statistics, see Table III of the appendix, and a summary of it in the Commissioner's Report preceding.—(State report for 1876–'77 and returns of normal schools to Bureau of Education.)

TEACHERS' INSTITUTES.

Institutes for fuller instruction of teachers were held during 1877 in nearly every county, and were largely attended. The reports respecting them made to the superintendent were uniform in attestation of their value. The State regards these institutes of such importance as to require the attendance of teachers, prescribing the penalty of forfeiture of certificate when there is wilful absence.—(Report of superintendent, 1876–'77.)

EDUCATIONAL JOURNAL.

A great aid to the fuller preparation of teachers for their work is now afforded by a useful educational journal established in 1876 and still continued. This is the Eclectic Teacher, published monthly at Carlisle, and containing, besides much matter for the teachers, the official decisions of the State superintendent, with intelligence from correspondents in a considerable number of the Southern States. In this last respect especially it supplies a need that has been long and deeply felt.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The report of Superintendent Henderson for 1876–'77 contains no definite information as to this class of schools, and the returns from the few cities reporting add little to our knowledge either of the number of them or the pupils in them; there are 2 teachers, with 46 pupils, at Cynthiana; apparently 3, with 175 pupils, at Covington; 1, with 48 pupils, at Newport; and 20, with 660 pupils, at Louisville. The figures for Louisville are for 1876, and the high school there is spoken of in exalted terms of commendation by the committee on examinations.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix, and the summaries of these in the Commissioner's Report preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

The colleges reporting for 1877 number 10. Four of these admit both sexes.

For statistics under this head, see Table IX of the appendix, and a summary of this in the Report of the Commissioner preceding.

The *State University*, with buildings valued at $250,000 and productive funds yielding an income of $25,000 annually, comprises the Agricultural and Mechanical College of Kentucky; there are also colleges of arts, of law, of medicine, of the Bible, and a commercial college. In all departments, the faculty numbered 24, the students 301.

No information has been received for 1877 from Warren College, Murray Institute, and Central and Kentucky Wesleyan Universities.

The departments and courses of instruction in those which send catalogues remain the same as reported in 1876.

COLLEGES FOR WOMEN.

For full statistics of these institutions, see Table VIII of the appendix, and a summary of this in the Report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

[For statistics under this head, see Tables X–XIII of the appendix, and summaries of them in the Report of the Commissioner preceding.]

SCIENTIFIC.

The *Agricultural and Mechanical College of Kentucky*, a department of the State university, has a 4 years' course of instruction, embracing 9 separate schools, namely: English language and literature, mental and moral philosophy, mathematics, chemistry and physics, natural history, civil history, modern languages, civil engineering and mining, and military tactics. All students are required to spend a portion of their time in active labor, either in the agricultural or horticultural department, and they are left free to elect either compensated or uncompensated labor. Those who desire to defray a portion of their expenses are required to labor from four to five hours each day, six days in the week, upon the farm. Each legislative district in the State is entitled to send to this college, free of charge for tuition, three properly prepared students. Such students are also entitled to receive, free of charge, instruction in the college of arts of the university and in the department of biblical instruction. There were 110 students in 1877 in the agricultural college, taught by 8 instructors.—(University catalogue, 1877.)

THEOLOGICAL.

The *Theological Seminary of the Presbyterian Church*, at Danville, provides a 3 years' course of strictly professional study, and requires for admission that the applicant be a graduate of a college or that he stand an examination on the ordinary college course. Its number of students in 1877 was 15, of whom 12 had received degrees in letters or science.—(Return and catalogue.)

The *Southern Baptist Theological Seminary*, at Louisville, has a course of instruction which comprises 8 distinct and independent schools, and is completed in 3 or 4 years, according to circumstances. The studies of each school (except Hebrew and Greek) are finished in a year; the classes of the various departments meet at such hours as not to conflict; and thus a student may enter for a single session and take up and complete such subjects as he selects. Number of matriculated students, 88.—(Catalogue, 1877.)

The course of theological instruction at *Georgetown College* has been so arranged that it can be pursued concurrently with studies in the college, but neither its extent nor the number of students engaged in it is given in the catalogue for 1877.

The *College of the Bible*, in the Kentucky State University, had an attendance in 1877 of 51 students. The course of instruction covers a period of 2 years.—(Catalogue.)

LEGAL.

The *Law Department of the State University* provides a 2 years' course of study which is designed to be complete and thorough, except in merely local law and practice. There is no note of any preliminary examination or requirement for admission. A diploma, however, is granted only after a rigid written examination; it is a license to practise law in the courts of Kentucky. There were 19 students in 1877.—(University catalogue, 1877.)

MEDICAL.

The *Medical College of Kentucky University* has been reorganized during the last year, and claims to offer inducements equal to those of any other medical college in the State. Attendance upon three courses of lectures, each of 8 months, is requisite for graduation.

The *Hospital College of Medicine*, which is the medical department of Central University, provides, in addition to the didactic course, abundant facilities for clinical instruction. For graduation, a 3 years' course of study of medicine under a regular practitioner is required, including two full courses of lectures; the latter course must have been in this institution. The student must also have dissected at least one session in this or some other medical school, must have followed the practice of a hospital, and must have passed satisfactorily severe didactic and clinical examinations. There were 87 matriculates during the session of 1876–'77, and at the beginning of the following session there were 75.—(Annual announcement and return, 1877.)

The *Louisville College of Pharmacy* has a course of instruction which includes chemistry, botany, materia medica, and pharmacy. The annual course of lectures begins in October and closes in March. Attendance upon 2 courses, with at least 4 years' apprenticeship in the drug business, is required for graduation. Number of students, 19.—(Return and seventh annual announcement.)

SPECIAL INSTRUCTION.

KENTUCKY INSTITUTION FOR THE DEAF AND DUMB.

This is at Danville, and has been in operation since 1824. It is a school for the training of the senses and the improvement of the mind. As in the case of the blind, every deaf-mute in the State of sound mind and body may receive all the benefits of this institution gratuitously for seven years. The studies pursued are reading, writing, arithmetic, grammar, geography, history, natural history, physiology, the Bible, morals, and manners. There is no return of statistics for the year.—(State report, 1876–'77.)

KENTUCKY INSTITUTION FOR THE BLIND.

This place for training the unfortunate is in the neighborhood of Louisville. The course of instruction embraces everything taught in the common schools, with special tuition in music and various trades. Every child in the State whose eyesight is too defective for education in the common schools may obtain instruction free, and, in case of destitution, may be clothed as well as taught and fed for seven years. The boys are taught, in connection with their other studies, to make brooms and mattresses, to do upholstering, and to cane chairs. The girls are taught to knit, to sew by hand and with machines, and to do various kinds of fancy work. Students in the last year, 95; teachers, including principal, 20.—(State report, 1876–'77, and special return.)

KENTUCKY INSTITUTION FOR THE FEEBLE-MINDED.

The school is situated near Frankfort. Its object is not to furnish an asylum for unimprovable idiots, but a State school for improvement of feeble-minded children. The fullest term of residence is 10 years. As mental imbecility is often a fruit of physical weakness, special attention is paid to gymnastic exercises, and every muscle of the body is daily brought into play by calisthenic movements timed to music. In several instances, through improvement of the bodily health, this has resulted in great mental benefit, while the general school training is said to show results proportionately equal to those realized in public schools. Pupils in 1876–'77, 127; teachers, 4, with 18 other employés.—(State report for 1876–'77, and special return.)

LOUISVILLE HOUSE OF REFUGE.

This institution gave reformatory, industrial, and literary training during 1877 to a total of 322 children, of whom 25 were colored, a department for such having been opened in September of that year. Besides the elements of an English education the inmates are taught laundry work, sewing, shoemaking, cane seating, and basket weaving, those with musical ability being also taught music and exercised as a band.—(Report for 1876–'77.)

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

The annual meeting of this association was held in Louisville, August 13, 1877. Owing to the fact that the National Educational Association was to meet the following day, no programme had been prepared, and the session was principally devoted to business. This accomplished, Superintendent Henderson, president of the State association, spoke at length on the subject of a school tax, arguing for voluntary local taxation in school districts to supplement the State apportionment and secure longer terms and better teachers. He said he had obtained the passage of a law permitting this and giving every town that desires to improve the character or extend the time of the public schools a right to vote a tax of 30 cents on the $100 and every country district a tax of 25 cents. This, he said, is the only way in which a good public school system can be built up, and not till the notion is eradicated that the public bonus must pay all the costs of the schools, without such local aid, can the system of the State reach the perfection and effectiveness to be desired. By invitation, Superintendent Wickersham, of Pennsylvania, gave a sketch of the system of common school education in that State. He especially commended township organization, and reënforced the ideas of Dr. Henderson respecting direct local taxation for support of schools; he said he did not desire a large State bonus, thinking it an evil rather than a good; and he wanted from the State little more than an organization, officers, laws, blanks, and normal schools, preferring to depend mainly on the people of a district for supplying further needs. President W. F. Phelps, of the Whitewater Normal School, Wisconsin, was then introduced. He explained the Wisconsin system of improving teachers by normal school and institute instruction, and commended this as the surest and most direct way of bettering the common schools through the improvement of those who have them in charge. The session, though a brief one, was thus made useful, and it is hoped that it may bear good fruit.—(State report for 1876–'77 and Educational Weekly, August 23, 1877.)

DISTRICT ASSOCIATIONS.

During the year 1876–'77, five district associations of teachers were formed, each district embracing several counties, the objects being the discussion of educational themes, with a view to individual and mutual improvement and a more intimate acquaintance with each other on the part of persons laboring in neighboring fields. The five associations formed are termed "The Central Kentucky," "The Metropolitan," "The Green River," "The Southwestern Kentucky," and "The Northwestern." It is proposed to establish at least two others, embracing the counties not included in the foregoing list.—(State report, 1876–'77.)

STATE ASSOCIATION OF COLORED TEACHERS.

A convention of representative colored teachers and trustees was held in Frankfort, August 22, 1877, in response to a circular call issued by Superintendent Henderson. A permanent association was organized under the law, a constitution and by-laws adopted, and officers elected. Dr. Henderson, in opening the convention, said that he had issued the call to organize an educational association which should be perfectly free from all sectarian and political influences, and whose aims should be to secure an improvement of the teachers by union of effort, to ascertain the real wants of the colored race, and to lay before the legislature the necessities and desires of colored citizens. The meeting was subsequently addressed by J. M. Maxwell, of Louisville, and others, on the importance of unity, mutual sympathy, and coöperation in efforts to secure the education of the colored children, as well as on the encouragement to such efforts from the friendly feeling of many white people on this subject.

Before adjournment, a resolution was adopted for the organization of county teachers' associations auxiliary to this, and a circular was subsequently issued by Dr. Henderson directing county commissioners to form both county associations and institutes wherever ten teachers of colored schools could be assembled with the trustees of such schools.

The next meeting of the association was appointed to be held in Danville, August 7, 1878, succeeding annual meetings to be always held on the first Wednesday of August in each year.—(Report of State superintendent, 1876-'77, and special pamphlet report.)

OBITUARY RECORD.

PROFESSOR NATHAN L. RICE, D. D.

Intelligence, though with few particulars, has reached the Bureau that this reverend gentleman, widely known as pastor of important churches in some of our chief cities, and author of several considerable works, died in June, 1877, in Kentucky, which was his native State, and in which he had filled for several of his later years the position of Laird professor of theology at the Danville Theological Seminary.

CHIEF STATE SCHOOL OFFICERS.

Hon. HOWARD A. M. HENDERSON, *State superintendent of public instruction, Frankfort.*

[Second term, 1875-1879.]

STATE BOARD OF EDUCATION.

Members.	Post-office.
Hon. Howard A. M. Henderson, State superintendent, ex officio president	Frankfort.
Hon. J. Stoddard Johnston, secretary of state	Frankfort.
Hon. Thomas E. Moss, attorney general	Frankfort.
W. H. Bartholomew, school principal	Louisville.
Robert D. Allen, superintendent of Kentucky Military Institute	Farmdale.
Edward C. Went, secretary	Frankfort.

STATE BOARD OF EXAMINERS.

Members.	Post-office.
Hon. Howard A. M. Henderson, State superintendent	Frankfort.
S. P. Browder, superintendent of Frankfort City schools	Frankfort.
J. W. Dodd, principal of Kentucky Eclectic Institute	Frankfort.

LOUISIANA.

STATISTICAL SUMMARY.

	1875–'76.	1876–'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6–21)	274, 688	*a*266, 033		8, 655
Enrolled in public schools	74, 307	85, 000	10, 693	
Average attendance in such schools	52, 315	*b*54, 390	2, 075	
Pupils in private schools		20, 693		
SCHOOLS.				
Public schools reported		1, 044		
Public school-houses		323		
Average time of school in days	97	135	38	
Valuation of public school property	$803, 062	$736, 575		$66, 487
Private schools; elementary, 246; secondary, 60.		306		
TEACHERS.				
Teachers in public schools	1, 615	1, 507		108
Average monthly pay of men	$31	$45	$14	
Average monthly pay of women	31	35	4	
Teachers in private schools		638		
INCOME AND EXPENDITURE.				
Whole receipts for public schools	$776, 009	$467, 368		$308, 641
Whole expenditure for such schools	*c*776, 009	*d* 369, 829		406, 180

a Whites outside of New Orleans, 88,567; colored outside of New Orleans, 108,548. Mr. Lusher, p. xviii of his report, protests against this enumeration as imperfect or unfair in presenting a population of school age smaller than in 1874.

b Whites, including New Orleans, 31,211; colored, 21,849; estimated enrolment in parishes not reporting, 1,330.

c This includes salaries of secretaries, porters, and portresses in the New Orleans City school system, payment of previous indebtedness of parish school boards, and $82,921 of funds in the hands of parish school board treasurers; this last included to make a balance.

d This includes payment of $23,691 of claims under previous boards.

(From return of Hon. William G. Brown, then State superintendent, for 1875–'76, and report and return of Hon. Robert M. Lusher, State superintendent of public education, for 1877.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

For supervision of the State school system, there is a *State superintendent of public education*, elected by the people every 4 years, with the duty of general visitation and annual report.

For control of all free public schools established and maintained by the State, there is a *State board of education*, composed of the governor, lieutenant governor, secretary of state, attorney general, State superintendent of public education, and 2 citizens appointed by the governor for a term of 4 years.

LOCAL.

For care of all public school interests in the several parishes—divisions of the State which answer to counties elsewhere—there are *parish boards of directors*, of 5 to 9 members, appointed from the citizens of the parish by the State board of education, except in the parish of Orleans, where only 8 members of a board of 20 are so appointed. Their term of service is 4 years. They fix the bounds of school districts, apportion funds to these according to the school population, examine and license teachers, and visit and annually report upon the schools.

The parish boards may, at their discretion, appoint *auxiliary visiting trustees* for each ward or school district in their respective parishes, requiring such trustees to make quarterly reports to them of the condition, prospects, and needs of the schools put under their care.—(School law of 1877.)

ELEMENTARY INSTRUCTION.

THE REORGANIZATION OF THE SCHOOL SYSTEM.

The year 1877 was one of reorganization of the public school system of the State, rather than of marked success in achieving educational results. A good foundation for such results appears, however, to be laid. The following is the system outlined in the published rules of the new State board of education:

1. The public schools of the State are to be designated as elementary, academic, and normal schools.

2. The elementary schools in cities and towns are to contain six or more grades, designated ordinarily as first, second, and third primary and first, second, and third grammar departments. In sparsely settled districts liberty is given to unite the primary and grammar grades.

3. In the primary departments are to be taught spelling (oral and written), the rudiments of reading, writing, geography, arithmetic, and familiar science. In the grammar departments instruction is to be given in the definition and derivation of words, dictation, reading, writing, arithmetic, grammar, geography, the history of the United States, elocution, composition, declamation, the elements of the natural sciences, and, where practicable, vocal music and drawing are to be added.

4. The academic schools are to be for the continued instruction of such youths over 14 years of age as are competent to pursue those branches which, in optional courses suited to their known aptitudes, will fit them for business pursuits or for admission to the normal schools or to the agricultural and mechanical college or State university of Louisiana.

5. The normal schools are to be for the general improvement of young teachers who desire promotion in the primary or grammar grades, and for the professional training of such graduates of academic schools as desire to become teachers.

6. The scholastic year is to commence on the first Monday in January; and in every school district there are to be kept, for at least 24 weeks in each year, at such times as the local board may deem most appropriate, a sufficient number of schools for the instruction of all the children who may legally attend public schools therein.

It is further ruled that in all the schools a public examination shall take place at least once in each year; besides which, all the classes in academic and normal schools shall be subjected to written examinations in each branch of study, when it is completed.—(State report for 1877.)

NEED OF SUPERVISION.

The former division superintendents having been dropped in the reorganization of the school system, Superintendent Lusher suggests to the legislature the need of a much more active supervision of the rural schools than can be looked for from the unpaid parish boards or the auxiliary visiting trustees appointed by them. A parish superintendent or kindred officer is needed to select good places for the schools, to persuade the local authorities and citizens to provide and furnish school-houses, to induce proper persons to prepare themselves for teaching, to aid in examining those who propose to teach, to inspect the schools from time to time and improve the methods of instruction, and to introduce a system of half day schools for younger children, or some other practicable system by which teachers may extend the benefits of instruction alternately to groups of children in different localities.

The legislature having failed to make provision for such superintendents, action has in some instances been taken by the parish boards. The parishes of Avoyelles, East Baton Rouge, Livingston, and St. James have taken the lead in securing for their schools the supervision needed, and it is hoped that the beneficial results ensuing may induce others to follow their example.—(State report, 1877.)

KINDERGARTEN.

The State superintendent, in his report respecting private schools in New Orleans, speaks of a Kindergarten department of the Loquet-Leroy Collegiate Institute, independent of the primary, elementary, and academic departments, which was introduced in the fall of 1877. It is intended to be a means of preparing young children, through Fröbel's pleasant methods, for intelligent entrance on the studies of the primary department.—(Report.)

CITY SCHOOL SYSTEM.

NEW ORLEANS.

Officers.—A board of 20 directors, 8 appointed by the State board of education and 12 by the city administrators, for terms of 4 years, with a superintendent appointed by the board for the same term.—(School law of 1877.)

Statistics.—Population of the city at the last census, 1870, 191,418; estimated present population, 203,000; youth of school age (6–21) at last enumeration, in 1874, 68,918; enrolled in public schools, 22,518; average enrolment, 18,713; average daily attendance, 15,366. Schools, 71, of which 4 were academic, 46 grammar, 17 primary, and 4 of mixed grades; teachers, 435, of whom 28 were men; average daily attendance to each teacher, 37; expenditure for public schools, $285,415.

Besides the enrolment in the public schools above given, the State report gives 16,000 pupils in 125 private schools, under 400 teachers, making a total enrolment of 38,518 in all the schools of the city.

Additional particulars.—When the present board assumed direction of the city schools in April, 1877, it found that the expenses of the schools had been based on figures largely in excess of the means at its disposal, and that, for the three months preceding, there were due the teachers and other employés about one hundred and fifteen thousand dollars, which sum was more than $40,000 in excess of the allowance for those months. The only choice, in such a case, was between a reduction of the force employed and a reduction of their salaries. The latter painful alternative was resorted to and the pay roll was cut down from nearly forty thousand dollars a month to less than twenty-five thousand dollars; while, to aid further in making the income meet the expenses, the schools were ordered to be closed from June 30 to October 15, and all payments of the salaries of teachers suspended for this long vacation.

There being 1,200 applicants for the 447 teachers' places then existing, it was ordered in the spring that all teachers should vacate their positions June 30, 1877, and new appointments be made only after a competitive examination. This was done; with what result as to the reappointment of former teachers is not stated.

The want of means for repair of old and poor school-houses has been, to some extent, remedied by the benefits derived from the McDonogh school fund. The administrators of that fund, within a few years past, have erected seven substantial school buildings, besides three that were erected before the war, in a great measure from the same fund. Two of these buildings, large and well built of brick, are appropriated to the use of colored children; another is probably by this time in process of erection. All built since the war bear the name of the donor of the fund, with the numbers 1, 2, 3, &c., to indicate the order of erection.

The present school board, by a nearly unanimous vote, has decided that, as the effort to educate together under the constitution the white and colored children has proved at many points a failure, separate schools shall hereafter be maintained. With a view to secure to the colored children full advantages, a special academy for their use has been instituted, together with a normal school to educate teachers of their own race. For statistics of this school, see Training of Teachers following, and for some account of the city high schools see Secondary Instruction.—(Report of New Orleans schools, in State report for 1877.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

Since the wreck of the first teachers' seminary in the Southwest, which was established by the legislature of Louisiana in the session of 1859–'60, the existence of normal seminaries and departments has been wholly due to the benevolence of Mr. Peabody and other benefactors. Through generous donations from the Peabody fund there have been established (1) the *Peabody Normal Seminary*, No. 247 St. Charles street, New Orleans, for the training of white youths over 16 years of age who are graduates of high schools or other institutions in a 2 years' course, covering all the branches taught in the common schools, with the option of a further course in higher studies; and (2) the *Peabody Normal School for Colored Students*, corner of Royal and Hospital streets, New Orleans, which also has a 2 years' normal course for graduates and advanced scholars over 17 years of age. In the fall of 1877, the former had in its normal department 3 teachers and 90 students, besides 1 teacher and 42 pupils in a preparatory department. The latter, in December, 1877, had 2 teachers and 40 students.

Then, in the same city, *Straight University*, the *New Orleans University*, and *Leland University* give special instruction in the common school branches, and to some extent in school management and discipline, to such students as desire to be prepared for teaching. The catalogue of Straight University for 1877–'78 showed 118 normal students as present in the fall term. From the other two there are no statements of the number of such students in any part of 1877.—(State report and catalogues of institutions.)

TEACHERS' INSTITUTES.

The provision made for these in the school law of 1870 does not reappear in the new law of 1877, the division superintendents by whom they were to be held having been dropped.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The only schools of this class fully reported are 4 in New Orleans, now known as academic departments of the public schools there. One of these is for white males, 2 for white females, and the fourth for advanced colored pupils, apparently all girls. In these, under 14 teachers, were registered 86 white boys in 1877, with 228 white girls and 10 colored girls; total registration, 324; average attendance, 310. The course in these schools is limited to 2 years, and is to embrace 4 departments: English literature and language, mathematics and book-keeping, physical science, and ancient and modern languages. Graduates, 92 in 1877.

Besides these there appears the Guion Free Academy, at Thibodeaux, with 3 teachers and 100 pupils, but without clear indication whether these are all of high school grade.—(State report.)

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges or universities, see Tables IV, VI, VII, and IX of the appendix, and the summaries of these in the Commissioner's Report preceding.

It may be said, however, that the State superintendent, in his return to this Bureau, indicates the existence in the State of 60 private schools corresponding to the public high schools. Assigning to such schools an average of 30 pupils, there would be in them 1,800 pupils. A generous amount of space is given to these schools in Mr. Lusher's report, and the impression produced by his accounts of them is that several are of quite high grade.

SUPERIOR INSTRUCTION.

COLLEGES.

Returns or printed reports for some portion of the year 1877 have been received from 6 colleges and universities. For statistics of these, with any others that may report themselves, see Table IX of the appendix, and a summary of this in the Report of the Commissioner preceding.

St. Charles College reports that, owing to the impoverished state of the country, to the difficulty of communication, and partly, also, to the indifference of the people to a classical education, the number of collegiate students there "has dwindled down to nothing, or nearly so." *Leland* and *Straight Universities*, so called, are schools for the colored race. Leland has a theological course of instruction and a scientific one of 3 years. Straight, besides primary, preparatory, normal, law, and theological departments, has a classical course of 3 years.

A new State institution was constituted by the union of the State university and the agricultural and mechanical college, under an act of 1876, promulgated June 1, 1877. It bears the united titles of the two institutions and commenced its session in October, 1877, that being the eighteenth session of the university and the fifth of the agricultural college. The facilities for instruction embrace much philosophical and chemical apparatus, large museums of natural history, good appliances for instruction in engineering, a library of fully 14,000 volumes, and a good equipment of small arms and artillery for military exercises.

COLLEGES FOR WOMEN.

For full statistics of these institutions, see Table VIII of the appendix, and the summary of it in the Report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

[For statistics under this head, see Tables X-XIII of the appendix, and the summaries of these in the Report of the Commissioner preceding.]

SCIENTIFIC.

The *Agricultural and Mechanical College* aims not only to afford pupils the means of instruction in agriculture and the mechanic arts but also to encourage them to pursue such studies. It is the intention to carry out faithfully the object of the federal law creating the agricultural and mechanical college and of the legislature in uniting that college with the State university. To make, on the one hand, intelligent planters or farmers and skilled managers of plantations and, on the other, to train mechanics in the scientific principles of their professions are among the leading objects. Tuition is absolutely free and is so declared by a legislative enactment.—(State report for 1876-'77.)

THEOLOGICAL.

Leland University and *Straight University* report theological departments attended respectively by 28 and 11 colored students preparing for the ministry. At the former, the theological department is designed to embrace biblical interpretation, church history, Christian theology, pastoral theology, and homiletics. A fuller course of studies will be arranged as soon as the advancement of the students shall make it advisable. At Straight University the course appears to be essentially the same.—(Catalogues for 1876-'77 and 1877-'78.)

LEGAL.

A two years' course of instruction in legal studies is given in the *Law Department of the University of Louisiana.* This university has thus far organized only two professional schools, namely, of law and of medicine. The methods of instruction are lectures, expositions, examinations in connection with these, and moot courts. *Straight University* also reports a 2 years' course of instruction in law, with an attendance of 17 students.—(Printed report of law department of the former and catalogue of the latter.)

MEDICAL.

The *Medical Department of the University of Louisiana* reports an attendance of 183 students, and a 3 years' course of instruction, which includes attendance upon two complete courses of lectures. The act establishing this department gives it the use of the Charity Hospital as a school of practical instruction.—(Return and circular.)

The *Charity Hospital Medical College,* at New Orleans, has a course similar in extent to the foregoing. Its college building is directly opposite the gates of the Charity Hospital, and several hours of each morning are devoted to bedside teaching.—(Circular.)

In the *New Orleans Dental College* the curriculum has been raised to meet the demands of the age for higher professional attainments. Candidates for graduation must have attended at least two full courses of lectures, exclusive of the usual two years' office pupilage. The departments of instruction are theory and practice, institutes of medicine and dentistry and special therapeutics, science of dental mechanism, chemistry, operative dental surgery, anatomy, dental materia medica, clinical dentistry, and physiology.—(Tenth annual announcement.)

SPECIAL INSTRUCTION.

LOUISIANA INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB, BATON ROUGE.

No information later than that given in the report for 1876 has been received from this institution. In addition to the literary branches usually taught in such schools, instruction was then given in type setting and presswork. No training had been provided in other employments for want of means to purchase the necessary material.—(Report of trustees, 1876.)

LOUISIANA INSTITUTION FOR THE EDUCATION OF THE BLIND.

This school was organized at Baton Rouge in 1871, and has had under instruction 40 pupils. The number in 1877 was 30. It is sustained by the State, from which $6,000 were received during the year. No permanent home has been provided for the school, which is still kept in rented buildings. All the common school branches are taught, besides the employments of broom making, mattress making, and cane seating.—(Return and report for 1877.)

CHIEF STATE SCHOOL OFFICERS.

Hon. ROBERT M. LUSHER, *State superintendent of public education, New Orleans.*

[Term, 1877-1881.]

STATE BOARD OF EDUCATION.

[Term, 1877-1881.]

Members.	Post-office.
His Excellency F. T. Nicholls, governor, president of the board	New Orleans.
His Honor Louis A. Wiltz, lieutenant governor	New Orleans.
Hon. W. A. Strong, secretary of state	New Orleans.
Hon. H. N. Ogden, attorney general	New Orleans.
P. B. S. Pinchback, citizen appointee	
John P. Cazelar, citizen appointee	

MAINE.

STATISTICAL SUMMARY.

	1875–'76.	1876–'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (4–21)	218,490	217,417	....	1,073
Registered in summer schools	126,482	125,455	....	1,027
Average attendance in these	99,106	100,982	1,876	....
Per cent. of average attendance to registration.	79	80	1	....
Registered in winter schools	129,903	132,865	2,962	....
Average attendance in these	105,976	107,653	1,677	....
Per cent. of average attendance to registration.	82	81	....	1
Whole number of different scholars registered.	156,148	155,428	....	720
Per cent. of average attendance to this number.	80	80	....	....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of districts in the State	3,972	4,039	67	....
Parts of districts	350	354	4	....
School-houses	4,261	4,222	....	39
Number in good condition	2,802	3,014	212	....
Number built in the year	86	86	....	....
Cost of the new buildings	$164,399	$62,766	....	$101,633
Value of all school property	3,005,290	3,022,722	17,432	....
Average length of summer schools in days.	57	57	....	....
Average length of winter schools	60½	60½	....	....
Average for the year	117½	117½	....	....
TEACHERS AND THEIR PAY.				
Male teachers employed in summer	209	228	19	....
Male teachers employed in winter	2,151	2,253	102	....
Female teachers employed in summer	4,284	*a* 4,553	269	....
Female teachers employed in winter	2,351	2,361	10	....
Graduates of normal schools teaching	290	314	24	....
Average pay of males a month *b*	$35 45	$32 76	....	$2 69
Average pay of females a week *b*	4 26	4 14	....	12
INCOME AND EXPENDITURE.				
Whole receipts for public schools	$1,090,445	$1,037,104	....	$23,341
Whole expenditure for public schools	1,248,762	1,170,668	....	78,094
EXPENDITURE PER CAPITA—				
Of school population	$5 00	$5 11	$0 11	....
Of enrolment in schools	7 01	7 15	14	....
Of average attendance	10 67	10 65	....	$0 02
STATE SCHOOL FUND.				
Amount of available fund	$400,558	$400,500	....	$58

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a This, in a written return, is 4,543.
b These rates are exclusive of board, the average cost of which is $9.08 a month.

(From report of Hon. W. J. Corthell, State superintendent of public instruction, for the school year closing April 1, 1877, with returns from him to the Bureau of Education for the two years indicated, the financial statement being from the latter.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

For supervision of all the common schools, direction of studies, giving advice to town committees, and making annual report to the supreme authorities, there is a *State superintendent of public instruction* appointed by the governor and council for a term of 3 years or during the pleasure of the executive.

LOCAL.

For the supervision of the schools of towns and districts contained in them, directing local studies, choosing text books, examining and certifying teachers, making reports, &c., every town elects by ballot at its annual meeting one member of a *school committee of three*, or in the same manner a *town supervisor of schools*, in which case the committee is dispensed with. Towns may also, and if they do not districts must, choose *school agents* for the care of school-houses, engagement of teachers, returns of the school children, and calling of district meetings. Districts may choose committees to superintend the expenditure of the school moneys raised by them.—(School laws of Maine.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

A gradual decrease of population, and consequently in many places of production and of wealth, is evidently telling to some extent upon the schools, notwithstanding the exertions of a young and active superintendent and of many excellent school officers. Hence we find 1,073 fewer persons of school age, a decrease of 720 in the number of different scholars registered, and a percentage of average attendance of such scholars not increased. There are, however, more school-houses, a larger number of them in good condition, more teachers to the fewer scholars, and an increase in the number of those from normal schools. The reason why there are no more of the graduates from these schools is said by the superintendent to be that "agents have in many cases refused to give these graduates $4 a week and have hired for $3 girls of 16, who were incompetent and whose influence on the pupils was bad so far as intellectual growth is concerned." The result of this injudicious parsimony has been that 34 of the graduates of the normal schools, after redeeming their pledge to teach two years in the schools of the State, have gone elsewhere.

The great difficulty in the way of improvement seems to be the division of the State into districts altogether too minute. "There were several hundred schools during the past year which averaged 5 scholars or less, several hundred averaged less than 12, and 1,000 averaged less than 20. To carry on these schools costs the same for school-houses, repairs, fuel, board of teachers, &c., as for schools of 40 pupils." In fact, one school cost in 1876–'77 $3 a week for each scholar. The remedy for this is consolidation of the districts, and a person who has studied the matter says that 1,000 of them might be thus consolidated and the expense of that many schools be saved, without obliging any pupils to walk more than a mile. In favor of such consolidation, which would secure larger schools and better paid teachers, the example of New Brunswick is cited, where, with a population equally sparse, there is a better arrangement of school districts, and consequently a smaller cost per scholar, even with higher pay for teachers and schools 16 weeks longer than in Maine. And if to consolidation of the districts there can be added examination of teachers by a county board, more continuous training of them through normal institutes, and more constant supervision on the part of school committees, Mr. Corthell thinks that there may soon be a great improvement in the educational condition of the State, especially if a system of free text books can be introduced.—(State report, 1877.)

KINDERGÄRTEN.

For 2 reported schools of this class, see the succeeding account of the city system of Lewiston, with which system they are connected.

CITY SCHOOL SYSTEMS.

OFFICERS.

Superintending school committees of varying numbers,[1] a part of their material changed yearly by election, with school agents—in some instances with city superintendents of schools—form the official staff of the city systems of the State.—(School laws and reports.)

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[1] In Bangor, of 5 members; in Lewiston, of 14; in Portland, of 7, one for each ward; in Saco, of 3, with 3 agents.

STATISTICS.

City.	Population.	Children of school age.	Enrolment.	Average attendance.	Teachers.	Expenditure.
Biddeford	[a]12,000	3,451	2,092	....	38	$21,399
Bangor	[b]18,289	5,412	3,700	3,034	92	41,512
Lewiston	[c]13,602	6,479	3,560	2,200	68	38,011
Portland	[a]36,500	10,634	5,748	4,332	114	79,256

[a] Estimated.

[b] Census of 1870.

[c] Census of 1870. The other figures for Bangor are from a printed report for 1876–'77, and differ somewhat from those in Table II, which are probably for the fall term of 1877–'78.

ADDITIONAL PARTICULARS.

Bangor.—Number of schools, 49, viz, 1 high, 2 grammar, 13 intermediate, 20 primary, and 13 suburban. The cost of education per capita, based on the average number belonging, was $11.88. Percentage of average attendance to school census, 50; enrolment in the high school, 202; graduates in 1876, 14. The course of instruction in the high school covers 4 years and embraces 2 departments, the classical and English. About 8 years ago more than 300 pupils were withdrawn from the public schools and organized in Roman Catholic Church schools, and this cause still operates to reduce the number of those that might otherwise be in the public schools.—(Report of School Agent C. P. Roberts for 1876–'77.)

Biddeford.—The only information from this place for 1877, additional to the figures in the table, relates to its high school, which is said to have existed since 1848, to have graduated since then 192, of whom 4 are ministers, 3 lawyers, 3 doctors, 19 teachers, and many more in influential positions in the city and State. It has 3 teachers, and its course of study is reported by the committee to be liberal and comprehensive.—(Extract from report of school committee in New-England Journal of Education, May 3, 1877.)

Lewiston.—In consequence of a change of superintendency here, no printed report of the city schools was issued for 1877. The statistics in the table are therefore from a written return made by Superintendent Abner J. Phipps, late general agent of the Massachusetts board of education, who is now in charge of the city system, which comprises 15 rural schools, 27 primary, 9 intermediate, 1 grammar, and 1 high school. One interesting feature of that system is the connection with it of 3 Kindergärten, one of which had an average of 20 pupils for the year; another, of 19; attendance at the third, not reported. There is also a Kindergarten practice school. The usual Kindergarten occupations are pursued in these schools, with full material and apparatus, and it is claimed with physical benefit from the exercises. Ideas of color, proportion, and beauty are soon acquired, together with a capacity for expressing such ideas in correct forms. These were the only Kindergärten in connection with any city system in the State for that year.—(Returns to Bureau of Education for 1877 and letter from Superintendent Phipps.)

Portland.—The system in this city includes 23 schools, among which are a high school and a school for the deaf. The efficiency of the school management is shown in the fact that the attendance for the year reached 94 per cent. of the average number belonging, notwithstanding the unusual severity of the winter of 1876–'77 and the prevalence of scarlet fever, measles, and other contagious diseases. Music, as well as drawing, is made a regular study in all the grades of primary and grammar schools, and it is evidence of the success attained in drawing that at an exhibition in 1876 the work presented "was pronounced by competent judges to be equal to that of any similar exhibition they had visited." Of the general work done in the city schools the commissioners at the Centennial Exhibition in Philadelphia showed their favorable judgment by awarding in the fall of 1876 a diploma "for a good exhibit of the city school system and its fruits in the work of the pupils." The high school of the city had for the year an enrolment of 402 and an average attendance of 362. With a view to stimulating the lower schools to more thorough work of preparation, the standard for admission to this school was raised considerably in 1877.—(Report of school committee and of Superintendent E. Hunt for the year ending in February, 1877.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The normal school system of the State has for some years past embraced 2 principal schools, a western one at Farmington, established in 1864, and an eastern one at Castine, first opened in 1867, with 2 auxiliary ones, the normal departments of the Maine Central Institute, Pittsfield, and of the Oak Grove Seminary, Vassalboro'.[1] The course of study in the first three is 2 years of 38 to 40 weeks each; in the last, it is said to be 4 years of 33 weeks each. But here, as elsewhere, the reports show that many enter for short periods and do not remain to complete the course and graduate. In the schools at Farmington, Castine, and Pittsfield, drawing and vocal music are taught, the former with the aid of apparatus, models, and examples for free hand work at the two chief schools. In these also, and to some extent at Pittsfield, chemistry is illustrated in laboratory practice and physics is taught in connection with apparatus. Book-keeping is taught at Castine. Ample libraries are reported at Farmington and Castine. The latter reports also a good supply of maps and charts. Farmington, after trying for about two years a preparatory course, gave it up in the winter of 1876-'77 as a failure, and in the spring of that year lost also its advantages of practice training in the public schools of the village. In place of this, it is proposed to resume the model training school, formerly conducted in the normal school building and under control of the normal school. A desire has been expressed by the principals of both the chief schools to have the course of study lengthened, for the benefit of such students as desire a thorough training for any class of school work; but thus far no effective extension has been secured. The statistics for 1876-'77, as given in the State report, are: At Farmington, students in the fall term, 133; in the spring term, 135; number of different students, not given; graduates, 34, of whom 27 engaged in teaching. At Castine, 123 in the fall term, 75 in the winter term, and 138 in the spring term; number of different students, not given; graduates 33,[2] all teaching. At Pittsfield, 31 normal students and 1 graduate teaching. At Oak Grove Seminary, 61 normal students, but apparently no graduates.—(State report for 1877.)

Besides these State schools there is a normal course provided for in the Maine Wesleyan Seminary and Female College, Kent's Hill, embracing the various studies to be taught in school, with instruction in the theory and art of teaching, school organization and government, and school laws of Maine.—(Catalogue 1876-'77.)

In connection with the school system of Lewiston, Superintendent Phipps, in his return for 1877, says there is a practice class in which are 8 young ladies, graduates of the high school, who receive a moderate weekly pay for the teaching services they render while preparing for full employment in the schools.

For other statistics, derived from returns, see Table III of the appendix, and a summary of this in the Report of the Commissioner preceding.

TEACHERS' INSTITUTES.

These means of improving teachers by gathering them for training in classes and by lectures as at normal schools have not existed in the State since 1875. The State superintendent, in view of the large number of teachers who, with a fair knowledge of subjects to be taught, have had no drill in methods of teaching, urges that provision be made by the legislature for holding annually eight such meetings in different parts of the State, believing that money so expended would yield a larger immediate return in the improvement of the schools than an equal expenditure in any other way.—(Report for 1877.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

"Before the passage of the 'free high school law,' in 1873, 21 towns and cities in the State maintained high schools. During the year 1877, 151 towns and cities maintained such schools one or more terms. Nearly 12,000 scholars received instruction in them. Their effect on the common schools has been very beneficial." This is the testimony of State Superintendent Corthell in his report for 1877. He goes on to show that these schools have improved the common schools by placing before the pupils an object to be gained and fixing a standard necessary for the attainment of it, as well as by giving them in many instances teachers of far higher qualifications; that they have improved, too, individual pupils by advancing them from studies of which they had grown weary to others more stimulating, taught by live men amid better and more scholarly surroundings; and that they are going forward to do this beneficial work more widely and more fully than the old academies could do it by opening their doors to all and inviting rich and poor alike to come in and enjoy their privileges. In answer to the current objections to such schools, he argues for them (1) as being based on the truly democratic principle of giving every child a chance for such an education as will enable him to make the most of his powers; (2) as being eminently practical, imparting the common elements of education in higher forms than in the lower schools, and adding to these such instruction in the natural sciences as will make the students better farmers, better mechanics, better manufacturers, and so on.—(State report, 1877.)

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[1] To these a new normal school at Gorham, near Portland, is to be added in 1878, the legislature having authorized it on the offer of buildings and grounds from the town of Gorham.

[2] This number is given distinctly in the State report, and is said to be the largest number ever graduated in any year; in a written return it appears as 35.

The following statistics are given of these schools: Registered students, 11,839; average attendance, 9,613. Pupils in Third Reader, 577; in Fourth Reader, 8,691; in arithmetic, 7,530; in English grammar, 6,423; in geography, 4,190; in ancient languages, 2,795; in modern languages, 992; in natural sciences, 3,369. The number in attendance is somewhat smaller than last year; but, apparently from the absence of some returns, 151 towns only reporting, against 162 in 1876.

The expenses for instruction, met by town and district appropriations, State allowance, unexpended appropriations of last year, free subscriptions, interest of local funds, and amount received for tuition of non-residents, were $111,911, leaving $11,457 to be carried over into another year.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory schools, see Tables IV, VI, VII of the appendix, and the summaries of these in the Commissioner's Report preceding.

Besides the business college there found, there is a commercial department in the Maine Wesleyan Seminary, at Kent's Hill, in which the ordinary subjects of instruction preparatory to business pursuits receive especial attention.—(Catalogue for 1876–'77.)

SUPERIOR INSTRUCTION.

COLLEGES.

For full statistics, see Table IX of the appendix, and a summary of this in the Report of the Commissioner preceding.

The three especially known institutions for superior training in this State are Bowdoin College, Brunswick, dating from 1801; Colby University, Waterville, from 1818; and Bates College, Lewiston, from 1863. The first is for young men alone; the other two are open also to young women, though comparatively few appear to avail themselves of the advantage, 10 names on the rolls at Colby and 5 at Bates being the total in 1877. In the general outlines of the courses no material change seems to have been made since the report of them in 1876. Bates College has a special preparatory school, the Nichols Latin School, of Lewiston; Colby University has 3, the Waterville Classical Institute, close beside her, the Hebron Academy, and Houlton Academy, all under the control of her trustees; Bowdoin makes note of none. All three colleges allow students to take partial courses and to pursue elective studies under direction of the faculties.—(Catalogue for 1876–'77 and 1877–'78.)

It was for some time feared that Bates might lose a part of its endowment through the embarrassments in the business affairs of its chief benefactor, Hon. Benjamin E. Bates, of Massachusetts; but it is understood that all is safe.

COLLEGES FOR WOMEN.

Besides the facilities women enjoy at Bates and Colby, above mentioned, there are at the Maine Wesleyan Seminary, Kent's Hill, and at the Waterville Classical Institute, under the shadow of Colby, at Waterville, collegiate courses of 4 years, especially for young women.

For full statistics of these institutions, see Table VIII of the appendix, and a summary of it in the Report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

[For detailed statistics of scientific and professional schools, see Tables X–XIII in the appendix, and the summaries of them in the Commissioner's Report preceding.]

SCIENTIFIC.

In the *State College of Agriculture and the Mechanic Arts*, at Orono, there has been a change of terms from three to two, with a revision of the courses of study meant to equalize the amount of educational work in the different courses by providing for afternoon exercises by all the students. For the first two years the studies for all are essentially the same. After that they branch out into courses in agriculture, civil engineering, mechanical engineering, chemistry, science, and literature, this last (in science and literature) being a modification of the course in agriculture, with a view to the needs of those who desire a practical education for other employments than farming. The list of students and officers for the fall term of 1877–'78 shows 104 in the regular collegiate courses, 10 in special courses, and 4 resident graduates, making 118, under 8 instructors, including the farm superintendent.—(Report and catalogue for 1877.)

The *Scientific Department of Bowdoin College* presents courses of 4 years each in civil and mechanical engineering, the completion of which is rewarded by the degree of S. B.

A *summer school of science* has also been maintained at Bowdoin in successive years since the summer of 1876. It is designed for teachers, graduates of colleges, and others of both sexes who desire a practical acquaintance with chemistry, mineralogy, and zoölogy. The second session opened July 16, 1877, and continued six weeks, with 27 students under 3 instructors.

THEOLOGICAL.

Bangor Theological Seminary (Congregational) provides a 3 years' course of study and admits church members of every denomination who have been educated at some college or university or who pass a satisfactory examination. There were 48 students attending the fall term of 1877, of whom 12 had received a degree in letters or science.—(Catalogue and return.)

The *Theological School of Bates College* (Free Will Baptist) has a regular course of study and an English course. Each of these covers 3 years, the latter differing from the former only in the junior year, where Hebrew grammar, biblical criticism, and comparison of New Testament Greek with classical Greek occupy considerable space in the regular course, while the latter, in that year, deals only with mental and moral philosophy, Butler's argument from analogy, exegetical and historical study of the English scriptures, and exercises in homiletics and elocution. Students unable to enter either course are admitted to the school for such a period as their circumstances will allow, and pursue elective studies. There were 23 in attendance during the year 1876–'77, besides 1 resident graduate.—(Catalogue.)

MEDICAL.

The *Portland School for Medical Instruction* reports itself for the first time for 1877, although organized as far back as 1856 and chartered in 1858. It does not confer degrees, but is meant to be a preliminary school to prepare students for the completion of a full course of 3 years in other schools or under a regular physician, a certificate of the time of satisfactory study being given, which, with due addition of required studies elsewhere, enables them to obtain diplomas. Twenty-five students under 11 instructors are reported for 1877.—(Return and letter from the secretary.)

The *Medical School of Maine*, at Bowdoin College, has a course of study and lectures meant to cover 3 years and leading to the degree of M. D. from the school and college. The conditions of graduation are full age, good moral character, study for the full time under a regular physician, attendance on two full courses of lectures in a regular, incorporated medical institution, the passing of a satisfactory examination in prescribed studies, and the presentation of an approved medical thesis. Students from February to June, 1877, in regular studies, 92; in post graduate and special courses, 5. Instructors, 14, besides 2 visitors from the Maine Medical Association.—(Catalogue of Bowdoin for 1877–'78.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND OF THE BLIND.

There is no State school yet for the instruction of either of these classes, schools in other New England States being generally used for such instruction, at the cost of the State where necessary. The city of Portland, however, has established for itself a school for deaf-mutes, which may eventually grow into a State school. A teacher who had been a pupil of Professor Bell, and was familiar with his system of teaching articulate speech, was put in charge of the school for 1876–'77, and is reported to have done excellent service in teaching this system in connection with the ordinary sign language to the few pupils secured for the first year.—(Portland city report for 1876–'77.)

REFORMATORY TRAINING.

The *Maine State Reform School*, at Cape Elizabeth, reports for 1877 a total of 197 boys under training, with a superintendent, matron, 3 teachers, and 7 overseers of industrial departments. Of the 197, it is stated that 50 were discharged for various reasons during the year, leaving 147 on the list to complete a total of 1,552 instructed since the first opening of the school. The ordinary English branches of a common school training are taught in graded classes for a portion of each school day, while at other hours employment is found for the boys in various useful occupations. On Saturdays there is a half holiday, when the first grade boys engage in outdoor sports in a large yard which is furnished with every needful appliance for such purposes. During the winter months or in stormy weather, they are, at this time, taken to the reading room, where is a library of 1,400 volumes, with enough daily and weekly papers to furnish each reader with a copy. Religious and moral instruction is given on Sundays, and it is thought that during the past year this has been attended with specially beneficial influences. Much of the good accomplished is attributed to a system of large confidence, with special privileges to boys who are first grade in behavior.

The *Maine Industrial School for Girls* is not a place of punishment to which girls are sent as criminals, but a refuge for girls between 7 and 15 who by force of circumstances or association are in danger of becoming outcasts. It is a private corporation, but under State patronage. Instruction in the ordinary English studies is given every weekday afternoon, and singing is made a prominent exercise both in the school room and at morning and evening devotions. At other hours the work of the house is done by the girls under the supervision of the ladies of the school, cooking, washing, ironing, and house cleaning being included. By means of the training given, most of the girls have learned to knit and sew; some, to run the sewing machine; one or two, to cut and make dresses, and several to be good breadmakers. The whole number received during 1876, the year covered by the report, was 22; placed in families during that year, 15; indentured, 5; remaining in the institution in January, 1877, 32.—(Report of superintendent, 1877.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The eleventh annual session of the State Educational Association was held at Lewiston December 26–28, 1877. After an address of welcome by Mayor Russell and a reply to it by President A. E. Chase, of Portland, the lecture of the evening was given by Rev. A. D. Mayo, of Springfield, Mass., who took for his theme "The parents and the schools." The opening address on the second day was a discussion by Prof. Charles O. Thompson, of the Worcester Free Institute, Mass., on "A place in education for the industrial arts." "The place and work of academies in the school system" was the subject of the next paper, by Rev. Mr. Burr, of Hallowell. A. H. Kelley, of Belfast, read a paper on the "Examination of teachers," in which he urged the importance of determining the fitness of teachers by a careful examination, conducted by competent persons outside of school committees; for this purpose he proposed the establishment of a board of three examiners for each county, to be appointed by the governor, the State superintendent to be ex officio a member. Such board should annually examine candidates for teachers and give certificates of three grades, primary, grammar, and high, to be good in the State for two years unless revoked; permanent certificates to be granted at the end of two years. Superintendent Corthell advocated the system of examination proposed and showed the necessity of it in order to secure the best teachers.

In the afternoon the convention was divided into three sections, primary, grammar, and high school, the primary being the most largely attended. It was opened with an essay by Mrs. C. C. Rounds, on "Arithmetic," following which was a teaching exercise by Miss Sprague, of the Lewiston Training School, and a paper on "Form in the primary schools," by Miss Jennie Hayden, of Farmington. In the grammar school section a paper on "School discipline" was read by A. St. Clair, of Calais; one on "Arithmetic in grammar schools," by G. A. Robertson, of Augusta, and one on the "Distinctive work of grammar schools," by Mr. Robbins, of Saccarappa. In the high school section, papers were presented by Mr. Merrill, of Machias, on "Classics and English," and by Mr. Thurlow, of Freeport, on "Latin in the schools."

Before the general association a lecture was given by Homer B. Sprague, of the Girls' High School, in Boston, on "Shakespeare's youth." Papers were read by Professor Whittaker, of Massachusetts Institute of Technology, on "Workshops in industrial education;" by Professor Chase, of Bates College, on "English literature;" by Professor Carmichael, of Bowdoin College, on "Science in the school;" and by Rev. Dr. Allen, president of the State Agricultural College, on "Education for farmers." Able and interesting discussions followed many of the papers. That on the two papers referring to industrial education was participated in by Principal C. C. Rounds, of the Western State Normal School, Farmington, and Professors Fernald and Pike, of the State Agricultural College, Orono. All these recognized the need of further industrial training, and differed only as to the best means of meeting the want.—(New-England Journal of Education.)

OBITUARY RECORD.

HON. WARREN JOHNSON.

This gentleman, whose name and work have been often referred to in our educational reports, died at Newton, Mass., April 28, 1877. A native of Kennebec County, in a little town of which he was born December 24, 1830, he received his preliminary education in the school of his birthplace, fitted for college at Farmington Academy near by, entered Bowdoin in 1850, and was graduated with high honors in 1854. He then served first as principal of Foxcroft Academy, and afterward as tutor at Bowdoin till 1857, when he founded the Franklin School for Boys at Topsham, where he remained for 11 years. An active superintendent was then wanted for the public schools of the State, and Mr. Johnson, having made himself a name as an energetic and efficient educator, was appointed to the place by Governor Chamberlain in 1868. He gave such satisfaction to those in power as to receive two successive reappointments for terms of 3 years each, serving continuously till 1876, when, as he was engaged in arranging the State educational exhibit in the Centennial Exhibition at Philadelphia, he was offered the easier and better rewarded place of city superintendent of schools at Newton, Mass. As his third State term was nearly out he accepted the position, and entered on its duties in September of that year, infusing his own active life into the city system. A disease which he had unconsciously contracted at Philadelphia prostrated his strength and carried him off.

In Maine he left his mark decidedly in several directions: first, by the institution of a mill tax on property for the support of public schools, from which has come an addition of about two hundred and twenty-five thousand dollars to the annual school fund; next, by making the State aid to towns depend on proof of their having faithfully used the school moneys; third, by securing the transformation of most of the old pay academies into free high school, bringing training for college within reach of all the youth; fourth, by having a compulsory school law enacted; and, finally, by steady and persistent efforts, to secure town instead of district school systems, with free text books loaned to pupils by the towns. The first four of these were accomplished facts before his death and the last two had made a progress towards accomplishment such as only the most persevering earnestness could have secured. Maine has good reason to remember Warren Johnson with gratitude.

CHIEF STATE SCHOOL OFFICER.

[Term, 1876-1880.][1]

Hon. WILLIAM J. CORTHELL, *State superintendent of common schools, Augusta.*

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[1] Mr. Corthell having been appointed in the autumn of 1876 in place of Mr. Johnson, whose last 3 years' term had still some months to run, it is taken for granted that, making allowance for this unexpired time, his term extends to the spring of 1880.

MARYLAND.

STATISTICAL SUMMARY.

	1875–'76.	1876–'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5–20), census of 1870. *a*	276,120	276,120	....	....
Number of different pupils in public schools.	146,198	150,276	4,078	....
Highest enrolment in one term	115,934	120,286	4,352	....
Average daily attendance	73,069	75,726	2,657	....
PUBLIC SCHOOLS.				
Whole number of such schools..........	1,872	1,956	84	....
Number for colored pupils *b*.............	320	340	20	....
Average term of schools in days	182	184	2	....
TEACHERS AND THEIR PAY.				
Teachers in public schools.............	2,850	2,906	56	....
Average monthly pay of these.........	$41 65	$41 95	$0 30	....
INCOME AND EXPENDITURE.				
Whole receipts for public schools	$1,633,490	$1,637,583	$4,093	....
Whole expenditure for the same.......	1,623,349	1,637,583	4,234	....

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a There is no provision for a State school census, and therefore the United States census for each successive decennial period has to be depended on.

b The school law provides for colored schools in each election district, to be free to all colored youth between 6 and 20 years of age and to be kept open as long as the other public schools of the county, provided the average attendance be not less than 15 scholars.

(Reports of the public schools of Maryland for the two years indicated, by Hon. M. A. Newell, State superintendent of public instruction.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

Educational matters affecting the State, with the general care and supervision of public instruction, are intrusted to a *State board of education*, composed of the governor and 4 county school officers appointed by him with the approval of the senate, the principal of the State Normal School being also, ex officio, a member of the board, the executive officer of the board, and the State superintendent of public instruction.

LOCAL.

Educational matters affecting a county are under the control of a *board of county school commissioners*, composed of 3 persons appointed by the judges of the circuit courts in counties having not more than 100 schools; in counties with more than 100 schools, of 5 persons so appointed. Their term of service is 2 years. In the January following their appointment they elect a person not a member of the board to serve as secretary, treasurer, and examiner, and he becomes substantially the county superintendent of schools.

Educational matters affecting a school district are under the supervision of a *board of district school trustees* composed of 3 persons appointed annually in May by the county school commissioners.

All public school property in each county is vested in the board of county school commissioners. The care of individual schools under them belongs to the boards of district trustees. The former build, repair, and furnish school-houses, fix the salaries of teachers, purchase and distribute text books, and make annual report to the State board. The trustees look after the general condition of their own buildings, oversee repairs, engage teachers subject to approval by the county board, and exercise a general supervision over the school or schools of their districts.—(School law of 1872 as amended in 1874.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

The report of the State board represents the condition of the school system as satisfactory upon the whole, except in two counties—one on the bay, the other in the mountains. The trouble in the former has been caused by the inability of the county school board to collect the school tax and in the latter has come from the difficulty of levying a sufficient tax in a poor and sparsely settled region.

The general statistics show a fair increase of schools taught, of pupils in attendance, of teachers employed, and of the average length of term. Those of the county schools, excluding Baltimore City, show like evidences of improvement, there being reported 74 more schools, 2,280 more pupils enrolled, and 317 more in daily attendance. There appears, indeed, a decrease of $17,137 in expenditure for school purposes in the counties, but this decrease was in the items of books purchased, interest and indebtedness paid, and miscellaneous expenses; while, in the important ones of supervision, teachers' salaries, building, repairing, and furnishing school-houses, there was a decided increase.

SCHOOLS FOR COLORED CHILDREN.

In 1875–'76 there were in the 320 schools for this race 402 teachers, with 22,883 enrolled pupils, of whom 8,512 were on an average in daily attendance.[1] In 1876–'77 the 320 schools had increased to 340, the number of teachers to 426, the enrolment of different pupils to 24,539, and the average attendance to 9,432.[1] The expenditure on these schools, too, went up from $119,285 in 1876 to $133,466 in 1877.—(Report of State board and of Baltimore City, 1876 and 1877.)

SUGGESTED IMPROVEMENTS.

In order to improve the educational condition of the State and to lead to a better acquaintance with it, the State board renews recommendations previously made, of which the following are worthy of consideration in other States than Maryland: (1) That provision be made for taking a census of the school population every two years, that it may be known who ought to attend school; (2) that arrangements be made for ascertaining at the same time the names, ages, and addresses of all deaf-mutes and blind within the State; (3) that heads of schools, colleges, and seminaries not connected with the State system be required to report annually to the State board the number of pupils in such institutions; (4) that the same be required of the managers of orphan asylums and other benevolent educational institutions; (5) that provision be made for connecting incorporated academies with the State system, somewhat as has been done most successfully in Maine.—(Report.)

RESULTS FOR SCHOOL MONEYS SPENT.

In view of the circumstances of the times, requiring the best possible results from the least possible expenditure, Superintendent Newell occupies much of his report with a discussion of what he thinks the educational question of the hour, "Do the people of Maryland get the best possible return for the money they have put into the public school system?" First showing that Maryland gets her children taught more cheaply than 12 other States he names and one-half more cheaply than she could have them taught by private agencies, he goes on to say that, this being the case, the question resolves itself into another: "Have we in every public school the best teacher that our money will enable us to procure?" Discussing this, he reaches the following conclusion: "The schools are not rendering the best possible return for the money expended on them, because the teachers are not, in all cases, the best that the money will command; and the teachers are not the best the money will command, because the examiners who license them, the trustees who appoint them, and the boards that confirm them do not feel authorized or compelled by public sentiment to make any higher demands upon the teachers." Such a rectification of public sentiment as will make it demand the best teachers that can possibly be had is of course the remedy for this.—(State report, 1877.)

KINDERGÄRTEN.

Three of these schools for the little ones, all in Baltimore, report a total of 8 teachers with 33 pupils "between 3 and 8" or 4–7 years of age, the children being under training 3 hours a day in one school and 4 in the other two. The Patterson Park Kindergarten, removed from New Brunswick, New Jersey, reports 5 teachers to 8 pupils, one of these teachers a German, through whose aid German as well as English enters into the instruction. In all the three the full Kindergarten apparatus is said to be possessed and all Fröbel's gifts and occupations to be kept in exercise with evident quickening of the intelligence of the children, while study is made a pleasure and the progress in it easy and symmetrical.

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[1] These numbers do not include the evening schools for colored youth in Baltimore.

CITY SCHOOL SYSTEM.

BALTIMORE.

Officers.—The mayor and city council, according to law, delegate their supervisory powers and control of the school system to a board of school commissioners of 20 members, one from each ward, appointed for terms of 4 years in each case, with change of one-fourth of them yearly. The board appoints a superintendent and assistant superintendent for terms of 4 years.

Statistics.—Estimated present population, 350,000; youth of school age (enumeration of 1870), 77,737; enrolled in public schools, 45,942; average attendance, 27,779; teachers, 764; expenditures for whites, $734,549; for colored, $59,254; total, $793,803, including expenditure for new buildings and repairs and covering 14 months, through a change which makes the school year correspond with the calendar year.

Additional particulars.—The school system includes 12 day schools and 4 evening schools for colored pupils, with the following for whites: 3 evening schools, 5 English-German, 62 primary, 42 grammar, 2 high schools for girls, and the Baltimore City College, which serves both as a high school for boys and a preparatory school for the Johns Hopkins University, in fact if not in name. The course of the college has been extended to 5 years, though there is also provision for a 1 year's course, embracing only English grammar, commercial arithmetic, book-keeping and business correspondence, history of the United States, physiology, physics, and drawing. In both the high schools for girls and in the college there are full corps of instructors, and good work seems to be done. In grades below these drawing and music receive a fair amount of attention, the former having 20 minutes daily devoted to it and the latter 15 minutes. The old mode of teaching reading letter by letter through the alphabet is being abandoned for the new, which teaches from the beginning simple words with clearly defined meanings, and thus carries the pupils quickly into the reading of easy sentences composed wholly of such words. Beyond this the reading book is throughout coming to be used as a spelling book also, with great care as to perfect articulation and also as to correct use of words in ordinary speech. Arithmetic, too, is being taught less by rote and more through well arranged exercises in both mental calculation and practical operations.—(City report for 1877.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

The State Normal School closed its twelfth annual session in June, 1877, having had 220 students on the roll during the year, of whom 197 were women and 23 men. Of these, 158 were present at the close of the school, 36 were graduated, and 96 returned to school in September. Twenty-two of the graduating class engaged in teaching, 4 in the city and 18 in the counties. The annual appropriation to the school is $10,500. It is essentially a free school, being required to supply tuition and books to 200 pupils free of charge; yet it has authority to receive one pay student for every two free students. This authority, however, has been little exercised, for three years once passed without there being a single pay student in the school, and in the twelve years of its existence there have been only 39, 11 of these in the last year.—(Report of the principal in State report for 1876-'77.)

NORMAL CLASS FOR COLORED STUDENTS.

In connection with the Centenary Biblical Institute, Baltimore (Methodist Episcopal), there has been for some years a normal department, in which for the last year there were 30 students, of whom 3 graduated, 2 of the 3 engaging in teaching. In all, 26 persons educated here are said to have served as teachers. The full course of the school, which is mainly for the training of colored preachers, covers 6 years. How much of this time is devoted to studies meant to prepare for teaching does not appear.—(Return from principal.)

CITY NORMAL CLASS.

A normal class for the preparation of teachers for the city schools and the improvement of such teachers as need further training for their work is held on Saturdays in Baltimore during the annual session of the schools. It numbered during the year 234 pupils, with an average attendance of 138, under 5 teachers, and is said to be a useful and valuable auxiliary to the public school system of the city.—(School report of Baltimore, 1877.)

TEACHERS' INSTITUTES.

The school law requires that a teachers' institute of 5 days' duration, with the character of a temporary normal school, shall be held in each county once a year, presided over, if possible, by the principal or one of the professors of the State Normal School, with the assistance of the county examiner and of any member of the board of county school commissioners who may choose to attend. The State report says that 12 such institutes were held during the year, at 11 of which the principal of the normal school was present. It is also stated that these institutes were more largely attended than ever before, the exercises more practical and interesting, and the good results more obvious.—(Report.)

SCHOOL JOURNAL.

The Maryland School Journal, temporarily suspended in the summer of 1877 in consequence of the death of the assistant editor, at the request of the State Teachers' Association, in September of that year resumed its very valuable work of aiding the teachers of the State by the publication of articles on all topics relating to school management and instruction. Its editors are the State superintendent and the president of the Baltimore City Teachers' Association.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

In the Baltimore City College, which serves as both high school and college for the city boys, there were 624 different pupils in 1876–'77; in the 2 high schools for girls, 994. The average attendance in the 3 was 983; teachers and professors in the college, 14; instructors in the female high schools, 23. In the counties there are 18 other schools popularly known as high schools, and doubtless doing considerable high school work, but differing in their standards, from the want of any fixed course of studies for this grade of schools.

Then, "above the sixth grade" in the public schools of the counties, there were 1,942 pupils engaged in 1876–'77 in such studies as book-keeping, algebra, natural philosophy, drawing, geometry, physiology, and Latin, many of these doubtless approximating to a fair high school standard, though many, too, might fall below it. This class of students, Superintendent Newell says, is largely composed of youths who, employed during the warm months, enter the schools in winter, usually for a 10 weeks' term.—(State report, city report, and letter from Mr. Newell.)

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and schools for preparing students for college, see Tables IV, VI, VII, and IX of the appendix, and the summaries of these in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

Seven institutions for superior instruction report statistics for 1877. Loyola College does not report the number of its collegiate students. Westminster College, apparently the only one in the State open to both sexes, numbers among its collegiate students 26 young women. The courses of instruction in all these colleges appear to be the same as reported in 1876. For statistics, see Table IX of the appendix, and the summary of it in the Report of the Commissioner preceding.

Johns Hopkins University receives three classes of students, namely, graduate students, undergraduates who desire a collegiate training, and those who, without reference to graduation, wish to avail themselves of the opportunities afforded by the laboratories of chemistry, physics, and biology, or who wish to attend particular courses of lectures in other branches.

The examination for matriculation as collegiate students is put at a high standard. After passing this, students are free to select, under the guidance of the faculty, such a combination of studies as they may prefer. Seven schedules, adapted to different intellectual aptitudes and intended to fit students for beginning the study of the various learned professions, are suggested, and no one will receive the degree of B. A. until he has become proficient in languages or mathematics and in one or more branches of natural science. The time requisite for obtaining the degree of bachelor of arts after matriculation will differ with different individuals. One year's residence will always be required; commonly, 3 years will be requisite, and those who, by lack of health or funds, are compelled to take a longer time, will not lose their standing, as the 4 years' classes usual in American colleges are not established here. On the other hand, those who come to the university with attainments in advance of the requirements for matriculation are credited therefor.—(Register for 1877.)

St. John's College, the oldest of its class in the State, reports an increasing number of collegiate students and a corresponding decrease of such as have to be prepared for entrance on collegiate studies. Having had the advantage of an appropriation from the State for the past 8 years, now amounting to $25,000 annually, it has been able to train an average of nearly ninety students a year without charge for tuition, and since 1872 fifty or more of these without charge for board.

Besides St. John's College and the Agricultural College, four others—Washington College, the Western Maryland College, Frederick College, and the Baltimore Female College—receive donations from the State, ranging from $800 to $3,500 annually.—(State report.)

COLLEGES FOR WOMEN.

For the statistics of such institutions of this class as report for 1877, see Table VIII of the appendix, and a summary of it in the Report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *Maryland Agricultural College*, at College Station, has a 4 years' course of study, embracing 7 departments, namely: civil engineering and astronomy; English literature; mental science, and history; pure mathematics; physics and applied mathematics; agriculture, architecture, and drawing; chemistry and natural history, and ancient and modern languages. This college receives from the State an annual donation of $6,000 and from interest on United States land scrip $7,288, making a yearly revenue of $13,288. The farm contains 286 acres, and the students are encouraged to work it for pay. Tuition is free to all boys from the State. The number of students in regular courses was 41; in partial course, 5. Number of instructors, 6.—(Return and report, 1877.)

The *United States Naval Academy*, at Annapolis, reports an attendance of 360 pupils, of whom 150 were in the first year of their course, 92 in the second, 68 in the third, and 50 in the fourth. The entire term of study covers 6 years, the last two being spent at sea. There were 145 applicants for admission examined in 1877, of whom 62 were rejected. Eight of these were rejected on the ground of physical disability and the remaining 54 for deficiency in literary qualifications. The course of study remains the same as described in the Report for 1876.—(Return, 1877.)

THEOLOGICAL.

The *Centenary Biblical Institute*, Baltimore, especially designed to prepare colored youth for the ministry of the Methodist Church, has a regular biblical course of 3 years, beyond the preparatory course of 6 years before noticed, and had in this 24 students, under 5 instructors, in 1877.—(Return.)

Mount St. Clement's College, Ilchester, and *Woodstock College*, Woodstock, aim to prepare students for the Roman Catholic ministry, and have respectively 6 and 7 years in their full courses of study, this including literary as well as theological studies. The former reports 5 professors and 33 undergraduate students in 1877; the latter, 10 professors and instructors, without specification of the number of students. Mount St. Clement's has a library of 8,511 volumes; Woodstock, one of 18,200.—(Returns.)

LEGAL.

At the *Department of Law of the University of Maryland* the course of study covers 2 years. Attendance of students for 1877, under 3 professors, 60; graduates, 21.—(Return.)

MEDICAL.

The *School of Medicine of the University of Maryland*, at Baltimore, has a 2 years' course, and reports, for 1877, an attendance of 132 students, under 10 professors.—(Return.)

The *Maryland College of Pharmacy*, Baltimore, has a course in materia medica and botany and in practical and analytical chemistry in connection with direct instruction in pharmacy. To graduate, students must have attended two full courses of lectures and one of analytical instruction in addition to 4 years of service as a druggist's apprentice.—(Annual circular, 1877, and return.)

The *Baltimore College of Dental Surgery* and *Maryland Dental College*, Baltimore, have courses of 2 years, each embracing 21 weeks of lecture attendance and practice. The former has also a preliminary course of 24 weeks. Number of instructors in this, 10; students for the year, 42; graduates, 19 in 1877. Instructors in the latter, 11; students, 20; graduates, 17.—(Returns and circulars.)

SPECIAL INSTRUCTION.

MARYLAND INSTITUTION FOR THE EDUCATION OF THE DEAF AND DUMB, FREDERICK.

There were 103 pupils attending this school during 1876-'77, of whom 65 were males and 38 females. The branches taught are the common English, natural philosophy, chemistry, and drawing; the employments are cabinet making, shoemaking, dress making, and housework. The library numbers 2,000 volumes. Special attention is given to vocal training in the case of those who show any aptitude for acquiring speech or already possess the power in any degree.—(Return and report for 1877.)

MARYLAND INSTITUTION FOR THE INSTRUCTION OF THE BLIND, BALTIMORE.

There was an attendance here, in 1877, of 52 pupils, who were instructed in music, spelling, arithmetic, algebra, history, philosophy, physiology, grammar, and rhetoric, besides the employments of broom and mattress making, chair caning, sewing by hand and machine, fancy work, and knitting. The institution owns grounds and buildings valued at $190,000 and five thousand dollars' worth of apparatus. The library, which numbers 150 volumes, received an addition of 25 during the year.—(Return and report, 1877.)

INSTITUTION FOR COLORED BLIND AND DEAF-MUTES.

This institution was organized by the legislature in 1872 as an experiment, but it has succeeded so well that it is now regarded as a part of the system of public education. Enough has been saved from the yearly State appropriation to provide suitable buildings, which, with the grounds, are now estimated to be worth $20,000. The number of blind pupils for 1877 was 14; deaf-mutes, 17. The common English branches are taught, also shoemaking, broom making, and tailoring.—(Return and report of the institution, 1877.)

THE M'DONOGH INSTITUTE, OWINGS' MILLS.

This is a farm school meant to train poor boys of respectable parentage at once in healthful physical occupation in farm and garden, and in the elements of a good English education, with some instruction in modern languages. Boys from 10 to 14 years of age are received and retained under instruction till they are 16. Through the increasing favor in which it is held in the community, a steadily improving class of boys is brought under its influence, and the standard of the instruction given is rising proportionately. Statistics for 1877 may be found in Table VI of the appendix.

MARYLAND INDUSTRIAL SCHOOL FOR GIRLS, ORANGE GROVE STATION.

The girls committed to this institution are taught elementary English, French, and music, with "every item of domestic work," plain and fancy needlework, culture of flowers and of grapes, packing and canning of fruit, and dress making. Teachers, besides the superintendent, 3; pupils entered during the year, 47; remaining at the close, 25.—(Return for 1877.)

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

The eleventh annual session was held in the town hall at Easton, July 10, 11, and 12, the morning session of the 10th being occupied with the usual preliminary exercises and addresses, appointment of committees, and report of the executive committee, under the chairmanship of Vice President J. F. Arthur.

At the evening session, Professor Leakin addressed the audience on "Religion in the school," and Rev. Mr. Lewis, of Baltimore, spoke on "The relations of minister and teacher, the pulpit and the school room."

At the opening on the second day, the president of the association, Dr. James L. Bryan, of Cambridge, appeared and delivered his address. A paper on "The true end of teaching" was then read by Miss Corinne Noble, of Federalsburg. Reports of committees on reforms and improvements, index books, and methods of instruction having been made, Rev. A. G. Harley delivered an address on the Latin language, urging on the teachers the importance of this study. At a subsequent session, Professor Roche spoke of "University reforms, or specimen frauds perpetrated in scholastic institutions for the last three thousand years." Miss Fanny Delaney read a paper on "The science of teaching," which was received with great applause. Professor George Jackson, chairman of the committee on Greek, made his report on that subject, as also, in the evening, did a committee which had been appointed to urge on State Superintendent Newell the continuance of the Maryland School Journal, threatened with suspension. Following this last report came a paper on "The children at home," by Miss Maria L. Sanford, of Swarthmore College, Pa., which excited great interest.

On the third day, Professor H. C. Cushing, of the Western Maryland College, read a paper on "The true position of the teacher," and Mr. Reynolds, of Wilmington, Del., addressed the association on "The importance of Latin and Greek as studies." Discussions followed on thorough teaching of primary studies and on the value of the study of the classics.

Officers were then elected for the ensuing year, John F. Arthur, esq., of Baltimore, being chosen president; and committees were appointed on executive business, on defence, on discipline, on school exhibitions and examinations, on text books, on teachers' institutes, on reforms and improvements in text books and methods of instruction in high and low English, on Greek, on mathematics, on modern languages, on natural science, on moral science, on history, on geography, on arithmetic, and on reading and elocution. Baltimore having been selected as the place for the meeting in July, 1878, the association then adjourned.—(Maryland School Journal, September, 1877.)

STATE SCHOOL COMMISSIONERS' ASSOCIATION.

The annual meeting of the commissioners was held at the State Normal School, Baltimore, on November 27 and 28, 1877. The president of the association, Rev. Samuel Cornelius, of Calvert County, being prevented by sickness from attending, the meeting was called to order by F. S. Everist, of Cecil County, second vice president, and all the counties save four were found to be represented, Dr. James M. Garnett, president of St. John's College, appearing also for that institution, and Superintendent Newell for the State Normal School. E. F. Perkins, first vice president, having arrived, he took the chair, and the greater portion of the morning session was devoted to hearing committee reports and to reading a summary of the reports of the several county school boards to the State board, which had been furnished by the secretary.

A committee of three, the acting president being one, was then appointed to consider and report upon the action of the State comptroller in refusing to make full payment of the State free school fund, because of the failure of the Baltimore and Ohio Railroad Company to pay the State the proportion of its earnings required by law. This committee the next day reported a resolution declaring it to be the opinion of the association that the legislature should provide for the annual payment of the fund and of arrearages due to it from any unappropriated money in the State treasury. This was adopted, and another committee of three appointed to present to the general assembly the views of the association on this subject.

The remainder of the session was occupied with the discussion of a series of propositions reported by the committee on business, all which were adopted. Of these the more important were, substantially, as follows: (1) The public school system of the State, as at present organized, is well adapted to the education of the young of all classes and conditions and is entitled to the universal respect and sympathy of the people. (2) While it is not claimed that the system is insusceptible of improvement, any change that is proposed should be maturely considered and no alteration made merely as an experiment. (3) The association believes that the interests of public instruction would be promoted by the appointment of separate officers to discharge the duties of principal of the State Normal School and executive officer of the State board of education. (4, 5) In view of the fact that the State comptroller has failed to distribute to the several counties, on the days appointed by law, all the State school tax collected up to those dates, the association respectfully suggests to the legislature the propriety of instructing the comptroller to keep the State school tax and the income from the free school fund separate from all other moneys in the treasury and to deposit the same in bank to the credit of the public schools of Maryland. If a judicial construction of the law should justify the action of the comptroller, the association prays the legislature to amend the law and make the school tax payable to the school boards in full as collected up to the days appointed for the distribution of it. (6) The association views with favor the progress of public sentiment in favor of applying the academic fund of every county to the support of county high schools, under the control of the boards of county school commissioners. (7) The association recognizes, in the condition of secondary education in the State—*i. e.*, the schools, academies, and other institutions of learning above the district school and below the college—a subject requiring the intervention of the legislature; and yet sees so many local and personal interests to be adjusted and harmonized in this connection as to make it doubtful whether the questions arising could be satisfactorily settled at any single session of that body. It therefore recommends that the legislature appoint a commission to examine the subject in all its bearings, and report, by bill or otherwise, to the next general assembly. (8) Apart from the above suggestions, the association is not prepared to advise the legislature to make any change in the school law, and especially deprecates any departure from the present mode of appointing the school commissioners by the judges of the circuit courts. (9) The association, believing that the permanent success of the school system depends on having good teachers and good school-houses, recommends the continued and persevering use of the means presented in the school law: for the first, the State Normal School, teachers' institutes and associations; for the second, the building of school-houses only when absolutely needed, in good locations, of ample dimensions, with a supply of good desks, blackboards, and outhouses, as required by law. (10) No school-house can be regarded as sufficient which does not give at least twelve feet of floor space and one hundred and fifty cubic feet of air to each pupil; still more than this is held to be desirable. (11) The association, disbelieving that any effective method of artificial ventilation applicable to small and cheap houses has yet been invented, recommends that teachers and school officers see to the changing of the air of the school room every half hour by opening all the doors and windows for a few minutes.—(Maryland School Journal, December, 1877.)

OBITUARY RECORD.

PROF. RICHARD SOMERS SMITH.

Professor Smith died suddenly of heart disease January 23, 1877, at the Naval Academy at Annapolis, where he had been chief of the department of drawing since 1867. Born in Philadelphia, Pa., in 1814, he entered the Military Academy at West Point in 1829 and was graduated in 1834. Two years later he resigned his position in the Army and for 4 years followed the profession of civil engineer, doing valuable service on several important public works. In December, 1840, he returned to the Army, and in the following February was attached to the academical staff at West Point as assistant teacher of drawing. In 1846 he became assistant professor of drawing, and in 1852 principal assistant professor, resigning in 1856. He was then professor of mathematics in the Brooklyn Collegiate Institute until 1859, and director of Cooper Institute, New York, until 1861. The civil war then breaking out, he was reappointed in the Army with the rank of major of the Twelfth United States Infantry, and served as mustering and disbursing officer in Maryland and Wisconsin. He commanded a brigade at the battle of Chancellorsville, when he received notice of his election to the presidency of Girard College, Philadelphia, and with the full consent of General Meade, then his corps commander, and of Hon. E. M. Stanton, Secretary of War, he accepted the position, entered on its duties May 30, 1863, and continued in the discharge of them till 1867. Resigning at that time, to be succeeded by Dr. William H. Allen, who had been his predecessor in the post, he removed to Annapolis to superintend the department of drawing in the Naval Academy, in which he continued till his death.

PROF. JAMES H. HACKELTON.

The Methodist of April 21, 1877, contained the announcement that this gentleman, principal of the Frederick Female Seminary, died there on Sunday, April 15, 1877. His widow writes that he was born in Bristol, Maine, April 7, 1817, and that an illness of some years interrupted his early education. Recovering from this, he pursued an academic course, entered Bowdoin College, and was graduated in the class of 1844. He then went to Philadelphia, where he studied law and was admitted to the bar, but, being attacked with a serious bronchial affection, went to Mississippi, in the hope that a change to a milder climate would effect a cure. There he engaged in teaching, first as instructor in natural science and languages in the Holly Springs Female Institute, and afterward as principal of the Chalmers Institute for Boys. His health having much improved, he remained in this position several years. He was then connected with the La Grange Female College for two years, first as vice president and afterward as president on the death of his friend, President D. B. Johnson, with whom he had been associated. Here he met and married Miss Maria W. Nash, a young lady teacher in the college, and the next year returned to Holly Springs to take charge of the Institute for Young Ladies with which he had been formerly connected. On the conclusion of the war, schools being prostrate, he engaged for a time in business at Memphis, Tenn., but he was won from this again by his old love for teaching, and in 1873 took charge of the Frederick Female Seminary, where he remained till his death in 1877.

Mr. Hackelton was a member of the Protestant Episcopal Church, highly esteemed for his pure Christian character and his unselfish devotion to his educational work; his labors in this line extending, with two or three interruptions, over a period of nearly thirty years, and his success in it being attested by the grateful acknowledgments of the pupils he had educated.

NATHAN R. SMITH, M. D.

The Philadelphia Press of July 4, 1877, announced that this distinguished surgeon and medical practitioner, born at Cornish, N. H., died at Baltimore on the morning of June 30, 1877, in the eighty-first year of his age. In 1825 he was appointed professor of surgery and anatomy in the University of Vermont and organized the medical school of the institution. In 1827 he accepted the chair of surgery in the medical department of the University of Maryland, which he filled for many years. He was known as a writer in various medical journals, and published a voluminous work on the Surgical Anatomy of the Arteries, which was well received in this country and in Europe and went through several editions.

CHIEF STATE SCHOOL OFFICERS.

Hon. M. A. NEWELL, *State superintendent of public instruction, Baltimore.*

STATE BOARD OF EDUCATION.

[Term of governor and of appointed members ends 1880.]

Members.	Post-office.
His Excellency John Lee Carroll, ex officio president	Annapolis.
Hon. M. A. Newell, principal of State Normal School, executive officer of the board and ex-officio State superintendent of public instruction.	Baltimore.
P. A. Witmer, of Washington County, member by appointment	Hagerstown.
Dr. J. P. R. Gilliss, of Worcester County, member by appointment	Whaleyville.
Dr. E. H. Richardson, of Harford County, member by appointment	Bel Air.
Dr. J. T. Williams, of Howard County, member by appointment	Ellicott City.

MASSACHUSETTS.

STATISTICAL SUMMARY.

	1875–'76.	1876–'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Persons of school age (5–15)	300,834	296,375	....	4,459
Persons of all ages in public schools	305,776	307,832	2,056	....
Persons under 5 attending	2,084	2,058	....	26
Persons over 15 attending	27,213	28,190	977	....
Average attendance	218,903	222,704	3,801	....
Ratio of attendance to the number of school age.	72.76	72.34	....	.42
Attending evening schools	9,337	11,529	2,192	....
Average attendance	4,424	5,305	881	....
SCHOOLS.				
Number of public schools	5,542	5,556	14	....
Number of high schools *a*	212	216	4	....
Average length of term in days	176	175	....	1
Number of evening schools	114	92	....	22
TEACHERS AND THEIR PAY.				
Male teachers in public schools	1,201	1,176	....	25
Female teachers in public schools	7,650	7,544	....	106
Number of both sexes	8,851	8,720	....	131
Number trained in normal schools	1,280	1,898	618	....
Average monthly pay of men	$84 78	$82 22	....	$2 56
Average monthly pay of women	35 25	34 20	....	1 05
Teachers in evening schools	364	445	81	....
ACADEMIES AND PRIVATE SCHOOLS.				
Incorporated academies	72	44	....	28
Average attendance	5,776	3,939	....	1,837
Aggregate of tuition fees	$225,057	$131,693	....	$93,364
Unincorporated private schools	341	385	44	....
Estimated average attendance	14,513	15,228	715	....
Estimated tuition fees	$447,915	$439,603	....	$8,312
STATE SPECIAL SCHOOLS.				
Charitable and reformatory schools	18	18	....	....
Number of different pupils	1,308	1,541	233	....
Average number	804	875	71	....
Number under 5 years of age	31	40	9	....
Number over 15 years of age	370	367	....	3
Number between 5–15 remaining at the end of the year.	486	443	....	43
Male teachers in such schools	3	2	....	1
Female teachers in such schools	15	16	1	....
Length of term in months	12	12	....	....
INCOME AND EXPENDITURE.				
Receipts for public schools	$6,105,536	*b*$5,481,598	....	....
Expenditure for these	5,920,950	5,582,519	....	....
STATE SCHOOL FUND.				
Amount of available school fund	$2,066,866	$2,067,000	....	....

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a For fuller information respecting high schools, see Secondary Instruction, further on.

b The income for school purposes here given is only an approximation. The amount of local taxation is not reported by the secretary of the State board of education, but he states that all the towns and cities raised the $3 per capita of their population of legal school age which entitled them to a share of the State school fund. The product thus derived has been included, but the actual total receipts are larger than the figure here given, since many towns and cities exceeded the minimum fixed by law.

(From reports of Hon. Joseph White and Hon. John W. Dickinson, secretaries of the State board of education, for the two years indicated.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State board of education*—composed of the governor, lieutenant governor, and eight other persons appointed by the governor with the advice and consent of the council—has general oversight of the school system, but with very limited power beyond that of receiving and publishing returns from the school officers of towns, cities, and State special institutions. Each appointed member holds office for eight years, one retiring annually in the order of entrance on office.

The *secretary of the board*, appointed by it and retained during its pleasure, performs most of the executive work, and has substantially the character of a State superintendent of public instruction. To aid him in visiting different portions of the State with a view to inquiring into the condition of the schools and stimulating educational interests, one or more *agents* may be appointed by the board.

A *State director of art education* has general supervision of drawing in the public schools of cities and towns with 10,000 or more inhabitants, and is the special head of the State Normal Art School.

LOCAL.

School committees of three or some multiple of three have charge of all local school interests in towns and cities, except in cases where a district system prevails. In these a prudential committee of one person has charge of the school-house of his district, and may by vote of the town engage teachers for it. Where two or more districts unite for the maintenance of a union school, the prudential committees of the union district form together the prudential committee for the school.

Superintendents of public schools are appointed annually in such towns as require this by a legal vote and in such cities as direct it by an ordinance of the city council. Two or more towns may unite to elect a superintendent.—(State school laws, edition of 1875.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

One of the agents of the State board of education, whose travels through the counties give him large opportunity for observation, says in his report that in too many country neighborhoods methods of instruction survive which have been condemned for generations; an untrained person, chosen from the district, teaches by mere rote and sometimes practises old repulsive modes of discipline. But these cases, though more numerous than would be supposed by those who have not extensively visited the schools, are now exceptions to the general rule. "The great proportion of the schools are characterized by good order; habits of industry are acquired; the mode of discipline which prevails is humane; the spirit of the teachers is in general kind, and from this better spirit many good results naturally follow. This improved spirit in the schools is general and the methods of teaching and management in most are changing for the better, while many are in the highest degree satisfactory. In most schools, if not in all, the class has made captive the individual, a gain in many ways; in the cities and villages, the graded school has prevailed over the mixed school; * * * courses of studies, programmes of work, and periodical examinations have aided very much in promoting classification. All these things assist in the good ordering of the schools."

Then, too, "in many the elementary work is done by the most rational of methods. In learning to read, the child is first led to name the thing described in his reading lesson, and then to recognize its written sign or name. The oral names which he already knows, he sees in their written forms; the oral sentence which he has used is expressed for him in written words; and thus he learns the written expression. Learning to read in such schools is thus made a natural process; the child takes delight in it, and, as the result, has his mind in the best possible condition. Other subjects are taught by the same rational method: lessons in numbers, with objects; geographical terms, in connection with the features of the earth itself; the elements of natural history, with specimens."

And, while this is the present improved condition of the schools, he sees, in the discussion of educational questions among the people, in the awakening of the committees, and in the study of the philosophy of school work by the teachers, indications of a demand that all the schools shall reach a higher plane.

Essentially the same view of generally marked advance, notwithstanding some discouragements, is expressed by the other agent of the board. He says: "The teaching is becoming more rational, the committees more liberal in their views, the teachers more earnest in their work, and both committees and teachers more thoroughly alive to whatever promises better results."—(State report for 1876–'77.)

MEANS OF IMPROVEMENT.

Among accomplished facts in this direction has been the institution of a series of meetings of school committees. These were held in 6 of the 14 counties of the State during the summer and fall of 1877. The calls for the meetings were issued by the agents of the State board of education, after conference with the committees in the several counties, but the meetings were officered and controlled by the school committees themselves.

The aim in holding them seems to have been to awaken the committeemen to a deeper sense of the importance of the duties which the law devolves on them and to secure a fuller coöperation between them and the teachers in efforts to elevate and improve the schools. The general question for discussion was, "How can the efficiency of the common schools be increased?" Subordinate topics were embraced under this general head, and with the aid of Secretary Dickinson and at least one of the agents of the board of education such themes were discussed as school supervision; powers and duties of committees, especially with regard to truancy; the examination and certificating of teachers, and courses of study. The several branches of study, drawing in particular, received considerable attention. Methods of teaching were also talked over. In all the meetings, it is said, there was shown an earnest desire to discover the best means of improving and conducting the schools. The results for the year have been (1) a quickening of intelligent interest in good school work among many of the school committees; (2) the formation of permanent associations of the committees in four of the counties, with a view to future meetings of like character; (3) the adoption of a course of studies by the Eastern Hampshire Association, which is made the guide for the schools of that section, and which has been widely distributed throughout the State to aid the teachers in securing unity of plan in work; (4) the passage of resolutions looking to further improvements and likely to lead to them.

Among the unaccomplished things brought up at several of these meetings and discussed in other ways throughout the State, was the matter of fuller and more skilful supervision of the schools. One of the agents of the board says that sometimes there is a lack of supervision. The private business of the committeemen overshadows school duties or those who are competent to supervise the schools will not always serve on the committee. Not unfrequently, those best fitted in a town are men who forty years ago may have been successful teachers, but who have through all the intervening time been absorbed in other pursuits, and have not kept up with the progress of education. The supervision in this last case is very apt to be imperfect. Another agent says it is exceedingly unequal when local; *i. e.*, when one member of a committee takes charge of a single school or group of schools and another member of another. The supervision, in some instances, is systematic and effective, in others onesided and weak. It is only where it is general, he says, that all the schools will be found working on the same plan and keeping nearly equal pace with one another. Accordingly, at two of the county committee meetings held in 1877, resolutions were passed in favor of county or district supervision, and a petition to the legislature was signed by committees in attendance asking for the division of the State into sections, with the appointment of one or more school superintendents, whose duty it should be to supervise the educational work of the public schools within their sections, examine and license teachers, and in all practicable ways aid the local school committees. Secretary Dickinson urges strongly the same measure, believes it could be instituted with but slight addition to the present cost of the school system and a real eventual economy, and says: "Our legislature could not secure for the State a greater good than would result from the passage of any act authorizing and requiring the appointment of county superintendents, who shall be the agents of the school committees of the county and exercise over the schools the same intelligent supervision as is now exercised by city superintendents."—(State report for 1876–'77.)

KINDERGÄRTEN.

Seven of these institutions report for 1877 a total of 159 pupils under 7 principal and 8 assistant teachers. Three of these schools were in Boston, one of them in connection with the public school system of the city. The others were in Cambridge, North Cambridge, Florence, and Yarmouth Port. All had the Fröbel gifts and occupations, and the one connected with the Boston school system expresses substantially the testimony of all as to the effects of the training, viz, that it "promotes healthy and harmonious growth of the mental, moral, and physical nature."—(Returns to Bureau of Education.)

CITY SCHOOL SYSTEMS.

OFFICERS.

In all cases there are school committees, composed of some number divisible by 3, elected for terms of 3 years, one-third liable to change each year by new election. The committee usually chooses a city superintendent to visit and have general supervision of the schools; in Boston, it chooses also 6 supervisors for the examination of schools, of candidates for teacherships, and of candidates for graduation.—(School laws of Massachusetts.)

STATISTICS.[a]

Cities.	Population in 1875.	Children of school age, 5–15.	Enrolment.[b]	Average attendance.	Teachers.	Expenditure.
Adams	15, 760	3, 171	3, 374	1, 921	63	....
Boston	341, 919	58, 636	55, 417	42, 797	1, 305	$1, 816, 615
Cambridge	47, 838	8, 218	9, 523	6, 492	188	188, 564
Fall River	45, 340	8, 509	8, 814	4, 843	123	....
Fitchburg	12, 289	2, 208	2, 319	1, 783	60	37, 507
Gloucester	16, 754	3, 691	4, 202	2, 994	98	....
Haverhill	14, 628	2, 608	2, 804	2, 075	66	....
Holyoke	16, 260	2, 983	1, 959	1, 141	46	26, 220
Lawrence	34, 907	5, 634	4, 759	3, 516	109	....
Lowell	49, 688	7, 400	7, 763	5, 249	141	127, 691
Lynn	32, 000	5, 924	5, 544	4, 264	117	106, 651
New Bedford	25, 876	4, 002	3, 925	3, 175	110	....
Newburyport	13, 323	2, 505	2, 415	1, 665	47	28, 924
Newton	16, 105	2, 853	3, 194	2, 439	80	83, 456
Salem	25, 955	4, 430	4, 247	2, 938	86	....
Somerville	21, 868	4, 028	4, 960	3, 472	97	....
Springfield	31, 053	5, 408	5, 890	4, 183	120	92, 428
Taunton	20, 429	3, 632	3, 579	2, 649	75	50, 066
Woburn	9, 568	2, 198	1, 957	1, 562	52	32, 315
Worcester	49, 317	8, 801	9, 936	6, 926	180	144, 579

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[a] For the sake of uniformity, the figures in these statistics, except for expenditure, are taken from the tables appended to the State report for 1876–'77. The expenditures and the additional particulars following the table are from the published reports of the cities mentioned, covering generally the same year. In the cases of Holyoke, Newton, Springfield, Taunton, and Woburn, the expenditures are from written returns. In a return from Adams the full expenditure is not given, but the receipts for school purposes are stated to be $29,483.

[b] The enrolment often exceeds the number of school age from the narrow limits of that age.

ADDITIONAL PARTICULARS.

Boston had, during 1876–'77, in connection with 466 ordinary day schools and 8 high schools, a city Kindergarten, 16 elementary evening schools, 1 evening high school, 5 evening drawing schools, 2 schools for licensed minors (newsboys and bootblacks), the Horace Mann School for the Deaf, and a normal school for girls. This last will be noticed under the head of Training of Teachers, further on, and the schools for licensed minors and the Horace Mann School under the head of Special Instruction. The Kindergarten had an average registration of 34 and an average attendance of 31, under 2 teachers; the 16 elementary evening schools, a total registration of 5,175, an average belonging of 2,142, and an average attendance of 1,205, under 139 teachers; the 5 evening drawing schools a total registration of 1,244, an average belonging of 635, and an average attendance of 279, under 13 teachers; the evening high school an average of 950 belonging and of 352 in attendance each evening, under 11 teachers. In the average number belonging to all the schools of the city there was an increase of 1,144, more than one-third of the increase being in the evening schools. Yet, with this enlargement of numbers, there was, through careful economical arrangements, a reduction of expenditure to the extent of $198,765; and this, Superintendent Philbrick thinks, without impairing in any perceptible degree the efficiency of the schools. With a view to the furtherance of this efficiency by the improvement of teachers already in the service, special courses of instruction and training in methods of teaching music, drawing, penmanship, and reading have been instituted in connection with the girls' normal school. It is proposed to continue these courses, with additional ones on teaching other branches, and that teachers just entering on service be required to attend them a certain number of hours weekly for a year or two. As a further means of promoting efficiency, the complete adoption of the free text book system is earnestly urged by Mr. Philbrick, the system of partial supply of books to indigent children having many of the objectionable features and results of the old pauper school plan.—(Thirty-second semiannual report.)

Cambridge, for the year ending December 31, 1877, had a high school, with 13 teachers; 7 grammar schools, with 83; and 20 primary schools, with 75; besides a training school for the preparation of new teachers, 6 evening schools for ordinary studies, and 2 evening drawing schools, the teachers in these evening schools numbering 45. There were also a special teacher of singing, a supervisor of drawing, and a teacher of sewing employed on half time. This last item of instruction was introduced during the year in two classes of a grammar school, on the repeatedly pressed petition of ladies of the city. Tried as an experiment only, the interest taken in the work by the children who have been taught and by their parents indicates a favorable feeling with respect to it on the part of those most affected. The general attendance in all the schools being about the same as the preceding year, the increase in the high school and grammar schools involved a corresponding decrease in the primary schools. The evening schools, reaching from November 1, 1876, to April 1, 1877, had an enrolment of 754 scholars and an average attendance of 290. The expenses of all the schools have been largely reduced, mainly by reduction of the salaries of teachers.—(Report of the school committee and superintendent for 1877.)

Fitchburg had, in 1877, 1 high school, with 8 teachers; 3 grammar schools, with 13; 9 intermediate, with 10; 10 secondary, with 13; 10 primary, with 12; and 7 ungraded, with 8. Three of the schools were open only a portion of the year, and some changes occurred among the teachers. Additional to the other teachers were 3 special ones for singing, writing, and drawing. Two evening common schools were maintained, one for the winter months, the other for a few weeks only, with 11 teachers, an enrolment of 155, and an average attendance of 66, and an evening drawing school, with 3 teachers, an enrolment of 108, and an average attendance of 60.—(Report of Superintendent Joseph G. Edgerly for 1877.)

Lowell reports, for 1877, 1 high school, with 10 teachers, an enrolment of 300, and an average attendance of 291; 8 grammar schools, with 61 teachers and an enrolment of 2,293; 1 intermediate, with a single teacher and 30 pupils; 2 "mixed" schools, with 2 teachers and an enrolment of 48; and 64 primary schools, with 64 teachers and an enrolment of 3,070. A reform school is also referred to as efficiently conducted, well taught, and under firm yet conciliatory discipline, and a "mill school" as kept up for 45 days during the summer, with a total enrolment of 78 and an average attendance of 28. Evening drawing schools were held from November 13, 1876, to April 1, 1877, with 9 teachers and 275 students, divided into architectural, machine, free hand, practical design, and crayon shading classes, 40 lessons being given in each class and 2,020 drawings accepted. Then there were at least 4 other evening schools for ordinary studies, with 57 teachers, 1,278 different scholars, and 541 in average attendance, taught for 55 evenings with encouraging results. An evening high school, apparently one of these 4, was opened in the autumn of 1876 as an experiment, proved a success, and is likely to become a permanent part of the evening school system. The order in all the evening schools is said to have much improved. In the day schools, special teachers of penmanship, drawing, and vocal music have been employed. The musical instruction seems to have awakened very general interest, and is reported to have achieved a decided improvement on previous results.—(Report for 1877.)

Lynn reports for the same year 1 high school, with 5 teachers, an average enrolment of 154, and an average daily attendance of 146; 7 grammar schools, with 49 teachers and an average enrolment of 2,115; 54 primary schools, with 54 teachers and an average enrolment of 2,656; 1 evening drawing school, with 1 teacher, an average enrolment of 55, and an average attendance of 35. Several other evening schools for elementary studies, maintained in previous years, were not renewed in the winter of 1876–'77 because of irregularity of attendance, difficulty in maintaining discipline, and lack of earnest work on the part of pupils. It is thought, however, that by concentrating all the strength of effort on 2 such schools, with thoroughly good teachers, and securing order by special police, if necessary, better results may be obtained in future. In the day schools, special teachers of vocal music have been employed, and, in the high school, a teacher of drawing and penmanship. The course of study in the high school has been changed within the year, with a view to more adequate provision for the thorough training of pupils who contemplate entering college. There is now an English course of 2 years; a classical, of 3 years, with provision for a fourth whenever a class of 10 pupils in it can be secured; and a college course of 4 years. In the classical course, Latin is studied, but not Greek, and German or French may be taken up at the beginning of the second year and continued throughout the course. The college course includes both Greek and Latin, with French in the third year.—(Report for 1877.)

New Bedford, through her school committee, reports 24 schools, 23 school buildings, and 104 school rooms, 1 used for a training school, 12 for high school purposes, 33 for her 3 grammar schools, 44 for her 11 primary schools, 11 for her 6 country schools, 1 for a mill school, 1 for a farm school, and 1 for drawing. Two evening schools have also been maintained, and music as well as drawing has received steady attention in the city system. The statement is made (and it applies to other cities also) that, adding to the public school enrolment those attending private schools and those at work in mills, at home, or elsewhere, there remain only about 10 per cent. of the children of school age detained from school by the contingencies of city life which deprive of public instruction those entitled to its benefits. The average attendance on the public schools, too, has very nearly reached the average number belonging. The new high school building, referred to in the report of last year as completed, is said to bear admirably the test of use and to satisfy at almost every point the most exacting demands. The question of a possible alteration of the course and methods of this school, with a view to closer union with the lower grades and to effecting still greater good for a greater number, having been referred by the committee to Superintendent Harrington, he, in his part of the report, enters into one of his usually exhaustive arguments (1) in favor of public high schools as useful in a great degree; (2) against the too prevalent tendency to separate them in their course of study and arrangements from the schools below; (3) for such modifications of the course as may both bring the high school into closer relation with the grammar schools and satisfy the popular requirement for an education which will prepare the pupils for the pursuits and industries on which they must depend for a livelihood. The whole paper is a very sensible and able one, and might well be made an effective campaign document in the present contest about high schools.—(Report for 1877.)

Newburyport, through her school committee, indicates the existence of apparently 3 high school departments,[1] with a preparatory one answering somewhat to the upper class of grammar schools in some cities; of a large central graded school, in which both sexes are successfully taught in the same rooms; of 6 grammar schools; of 13 primary schools, and of the Plains School on the outskirts, which has all grades of pupils under one teacher, from those learning the alphabet to pupils preparing for the high schools. In these day schools there was, for 1877, an average belonging of 1,697 and an average daily attendance of 1,495. Then there were also 2 evening elementary schools, one for men and one for women, and an evening drawing school; the two former extending through the winter; the last, from January 29 to spring. Pupils in the evening school for women, total, 103; average, 61; in the evening drawing school, total, 65; in the school for men, numbers not given. The grammar school course in this city is shorter than in some others; but the committee think that this is more than compensated for by a preparatory high school year, in which the higher grammar school studies are taught by highly qualified teachers both economically and thoroughly in a central school. The adoption of a standard below which none could be admitted to the high school is said to have had a specially stimulating influence on the less successful grammar schools and to have done much to equalize results.—(Report for 1877.)

Newton reports a per capita expenditure for schools among the highest in the Commonwealth, growing mainly out of the fact that the city is made up of villages widely separated from each other. The concentration of pupils in large buildings, with several schools under one roof, is thus made impossible; and numerous school-houses, with many masters and first assistants, add considerably to the total expense. One lady in an outlying district has only 18 pupils; but the various ages and attainments of these make almost as many classes as scholars, requiring wide attainments and peculiar teaching power, with, consequently, a salary large for the size of the school. Still, in general, the salaries are lower than in the large cities of the State, and only reach about the average of places of like population, while incidental expenses are kept down to the lowest possible limit. As a whole, the year was a successful one. Only one great shadow fell upon it in the death of Hon. Warren Johnson, late superintendent of the schools of Maine, who had entered on his duties as superintendent here, and was fast securing the confidence, coöperation, respect, and love of all around him, when he was suddenly removed.—(Report, 1877.)

Springfield had, in 1877, 1 high school, 6 grammar schools, 9 separate primary schools, with 3 more in grammar school buildings, 10 ungraded schools, 2 evening elementary schools, and 2 evening drawing schools, in all, 33, apparently exclusive of a truant school, which had a total enrolment of 27; average attendance, 12. The schools generally are said to have improved, both in the amount and character of their work, through the successful cultivation of a better spirit and the prevalence of real teaching over mere hearing of recitations. The average attainments of the candidates admitted to the high school from the grammar schools, as shown by their written work at examination, appear to have been not only higher than in previous years, but also to have indicated a better understanding of principles, with greater evenness of acquirements and a more attractive neatness in the work. The committee speak most favorably of the condition of the high school, which contained 399 pupils, with 50 in the senior class, rivalling in its enrolment many reputable colleges and surpassing some in the fulness of its course. One of the evening drawing schools is also said to have been exceedingly successful, while the other 3 evening schools also did useful work. Drawing and music in the day schools have received a fair measure of attention, and with good results.—(Report for 1877.)

Worcester reports, besides 10 suburban schools and 6 ordinary evening schools, 5 evening drawing schools, with (reckoning by the number of rooms for study) 65 primary schools, 42 secondary, and 39 grammar; the high school, counted as 1, occupying 12 rooms additional. The total number of school buildings was 34; of rooms, 171; of sittings, 8,613. The grading of the schools — which includes 3 primary, 2 secondary, and 4 grammar grades, with the high school — has not been materially changed within the year, except by the institution in the high school of a class preparatory to college. For those who enter it, this adds a third year to the previous

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[1] One of these, the Putnam Free School, appears to be an adjunct of the city school system, without being entirely under its control.

2 years' course of the high school and prepares for the more difficult as well as the ordinary examinations for admission to collegiate classes. Physiology, formerly taught in the ninth grammar grade, has been added to the studies of the high school. The number registered in this school for the year was 643; number of graduates, 63. Special teachers of music and drawing are employed in the schools, and the latter study has been prosecuted with special reference to practical industrial results.—(Report of Superintendent A. P. Marble for 1876-'77.)

From Fall River, Gloucester, Haverhill, Holyoke, Lawrence, Salem, and Somerville no printed reports have been received furnishing particulars beyond those given in the table.

Of the *towns* reporting themselves, additional to the above named cities, Chelmsford, Quincy, and Woburn seem to deserve mention: the first, for maintaining 2 high schools in connection with 1 grammar school, 1 intermediate and 9 primary schools; the second, for having, according to various testimony, through the concurrent action of an intelligent committee and an energetic superintendent, brought her schools up to a remarkable degree of efficiency and thoroughness; the third, for presenting, in a sensible and well prepared report, a system of 37 schools, "all graded according to the modern standard," all housed in good buildings with comfortable single desks, inclined chairs, and other conveniences, the head of the system being a high school which prepares students for collegiate courses or for positions of trust and influence.

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The normal school system of Massachusetts, instituted in 1839, includes 5 schools for the preparation of teachers in the ordinary branches of instruction and a normal art school for training teachers of industrial drawing. In the first 5 — the regular course in which is 2 years, with an advanced course of 2 years more — the number of students for the year covered by the reports was 979; the graduates, 10 of them from the advanced course, 260.[1] In the Normal Art School, where the course is of 4 years, the students for the year numbered 218, the first graduate receiving a diploma which indicated the presentation by him of 63 certificated works of art and the successful passing of 39 different examinations. In all the schools, increasing thoroughness of instruction appears to be the rule, with increasing advantages from more extensive libraries, museums, and other apparatus for illustration in the five first mentioned. Drawing is taught in all; vocal music in all but the art school; and, with the same exception, all have schools of practice to aid students in acquiring the art of teaching in connection with the science.—(Report of visitors of normal schools, in State report for 1876-'77, and returns to Bureau of Education.)

Besides these State normal schools there is the Boston City Normal School for Girls, which, according to Mr. Philbrick's report, had an average of 77 pupils during the first half year of 1877, and graduated 65 in the summer of that year. The city reports of Cambridge and New Bedford also show a training school for the preparation of teachers in each of those cities, the former graduating 6 students in 1877, the latter 9.

NORMAL COURSES.

At Harvard College, in the summer of 1877, there were 4 courses of instruction, each of 6 weeks, in botany, geology, and zoölogy; a summer school of biology, zoölogy, and botany in connection with the Peabody Academy of Science, at Salem; and a private summer school of languages at Amherst; all meant to give to teachers the advantages of special instruction in this course of study and all constituting substantially summer normal schools. Harvard, it should be further noted, offers to teachers a 1 year's course of study in the elements of natural history, chemistry, and physics, branches which come more and more into favor in both private and public schools.—(Catalogue, 1876-'77.)

TEACHERS' INSTITUTES.

Under the law providing for these brief training schools for teachers, 9 institutes were held during the year 1876-'77 in 8 counties and for 9 successive weeks. They were conducted by the secretary and agents of the State board of education, with the aid of special teachers skilled in the several departments which they taught. The exercises consisted of illustrations of the best methods of presenting the various topics taught in the schools, with evening discussions of these methods and of the general needs of the schools with respect to teaching, management, visitation, and supervision. There were registered at all the institutes 1,847 names, every county in the State and nearly 200 towns being represented.—(State report.)

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[1] The secretary of the board of education makes the whole number of graduates for the year, including 1 from the Normal Art School, 256. The number above given, however, is from the summary of the visitors appointed by the board.

EDUCATIONAL JOURNAL.

The New-England Journal of Education, edited by a former State school commissioner of Rhode Island and largely devoted to the improvement of the methods of teaching and discipline in schools, continued its useful course in this direction during 1877, and, with its extensive circulation, must have done much toward making the instruction judicious and the management effective, where, without this influence, both might have been quite otherwise. Two others, the Primary Teacher and Good Times, published under the same auspices and from the same office, have aided in improving teachers in the lower schools and afforded pleasant exercises for the pupils.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The number of these schools reported to the State board in 1877 was 216; teachers, 594; scholars, 19,160. In addition to the elementary branches taught in the lower schools, the course of study in them is required by law to include "general history, book-keeping, surveying, geometry, natural philosophy, chemistry, botany, the civil polity of this Commonwealth and of the United States, and the Latin language." Some towns and cities voluntarily add other studies for such students as desire to enter college or to have a fair preparation for any business in life.

In view of the present frequent objection to high school education at public expense, Secretary Dickinson devotes several pages to an advocacy of the system. Beginning with Huxley's statement that "no system of public education is worthy of the name, unless it creates a great educational ladder with one end in the gutter and the other in the university," he answers the current objection that "secondary instruction is not necessary to the well being of the state" by a denial, saying, "The history of all people shows that the products of labor, to the laborer, will be in proportion to the skill with which he labors. But labor will be skilled or unskilled in proportion to the high or low state of public instruction, directed, first, toward general culture and, second, toward the arts which the laborer is to apply." The substance of the second common objection, that "only a small portion of the school population avail themselves of the instruction in the high schools," he grants, but says, "There will be more educated people in every town maintaining a high school than there would be without it; and the more educated people there are, the greater will be the development of material resources, the more perfect the security of property and of persons, the higher the civilization, and the more complete the facilities for the unmolested enjoyment of all the objects of our natural rights." He then goes on to argue for the high schools on the ground that they give increased efficiency to the elementary schools below them, quoting Francis Adams's declaration, that "in the United States the common schools have always produced the best results where the means of higher education have been most plentiful," and saying further that, "by the standard they establish for admission to their classes and the opportunities they offer for a higher education, the high schools determine what the lower schools shall do, and they everywhere stimulate pupils to remain in the lower schools till what is required has been accomplished." But while thus arguing for high schools as the crowning excellence of the school system, he thinks that those in charge of them should guard against introducing into their courses of study more subjects than can be mastered, and that the topics chosen should be such as will lead the student in the direction of the most useful information and at the same time provide the greatest possible amount of mental discipline.—(State report for 1876–'77.)

OTHER SCHOOLS CORRESPONDING TO PUBLIC HIGH SCHOOLS.

For statistics of all schools of this class reporting for the year 1877, including business colleges, private academic schools, and schools specially preparatory to college, see Tables IV, VI, and VII of the appendix, and the summaries of these in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

For statistics of 8 reporting institutions of this class, see Table IX of the appendix, and the summary of this in the Report of the Commissioner preceding.

Of these 8, Smith and Wellesley are exclusively for women, providing courses, however, fully equal to all ordinary ones for men. Boston University admits both sexes. In these three, in 1877, there were 254 women in regular collegiate classes, besides 41 at Wellesley in special or partial courses.

At *Harvard* a number of new elective courses were established for the year 1876–'77; among them one in Homeric philology, for the special benefit of students who intend to become teachers; also advanced courses in Latin composition and in rhetoric, new courses in mathematics and in physics, a course in entomology, and one in music, making the number actually open for choice at the beginning of the year, 102. The steady development of the optional system is shown by a table in the president's report, giving the number of elective exercises a week offered by the faculty for seven years, including 1877–'78. The most striking fact deduced from this table is the decline in the proportion of time given to the classics. It is thought that this is to be explained chiefly on the ground of the increased attractions held out in other departments of study. Another important detail in the table is that both mathematics and physics showed a steady decline until the present year, notwithstanding the great facilities for study offered in those departments. It is not stated that this is due to the elective system, but it is remarked that if it be it is one of its least fortunate developments, and that the confirmation of some indications of a change in favor of these departments is looked for with solicitude.

A revision of the requisites for admission has been made for the purpose of adjusting more satisfactorily the conflicting claims of classical and scientific studies. Every candidate is now required to pass upon a specified minimum requisition in all the preparatory studies, and also upon a further or maximum requisition in at least two of the four principal departments, Latin, Greek, mathematics, and physical and natural science. This arrangement places physical and natural science upon the same footing as mathematics and opens a wider range of choice by allowing any of the possible combinations of the four branches in which the maximum requirements are to be offered.—(Catalogue for 1876–'77 and annual report.)

Among other changes at *Boston University* in 1876–'77 is the abolition of the course leading to the degree of bachelor of philosophy. This was a 3 years' course which could be entered upon without a knowledge of Greek. As an evidence that the change made was wise, it is mentioned that the applications for admission in the fall of 1877 to the arts course alone were more numerous than the candidates for the two had ever been.

It has been decided also to materially increase the requirements for admission to the College of Liberal Arts. These requirements, as thus advanced, it is claimed, will cover a full year's work beyond the present average requirements in this country. The additions are to be distributed over 5 years, as follows: In 1878, elements of rhetoric, with French at sight; in 1879, elements of chemistry, elements of physics, and the hitherto unrequired portions of algebra; in 1880, Sallust's Catiline, the Cato Major and an additional oration of Cicero, the hitherto unrequired portions of plane and solid geometry, and German at sight; in 1881, one book of Herodotus, 2,000 lines of Ovid, or books VII–IX of the Æneid, and the translation at sight of Latin passages not included in the regular requirements.

Out of a total attendance of 667 students in all departments of the university, 171 were young women. The percentage of young women attending has steadily increased during the 4 years in which the school has been in operation, having been, the first year, 20; the second, 21; the third, 22, and, the fourth, 25.—(Annual report, 1876–'77, and Year Book.)

The plan of instruction in the other colleges of the State, the requisites for admission, &c., seem to be substantially as reported in 1876–'77.

COLLEGES FOR WOMEN.

In addition to Wellesley and Smith Colleges, already mentioned, 8 institutions devoted exclusively to the higher education of young women report for 1877. For full statistics, see Table VIII of the appendix, and the summary of it in the Report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

[For full statistics under this head, see Tables X–XIII of the appendix, and summaries of these in the Report of the Commissioner preceding.]

SCIENTIFIC.

The *Massachusetts Agricultural College*, Amherst, has a farm of nearly four hundred acres, new and good buildings, and a cash fund of $240,000 in the State treasury. The trustees, however, state that it is greatly in need of money to enable it to do well the work devolved on it. The course of study extends over 4 years and embraces agriculture, botany, horticulture, chemistry, geology, veterinary science, zoölogy, mathematics, physics, civil engineering, military science and tactics, the English, French, and German languages, and mental and moral science. Students, upon entering, are allowed to matriculate also in Boston University, and, on completing the college course satisfactorily, receive the degree of bachelor of science, and, if they choose, a diploma entitling them to the privileges of alumni of the university. The number of students attending in 1877 was 69, all of them young men.

The *Massachusetts Institute of Technology*, Boston, provides courses of instruction in civil, mechanical, and mining engineering, architecture, chemistry, metallurgy, natural history, physics, science and literature, and philosophy. These courses extend over 4 years and are identical during the first one, but for the three remaining years the studies in each course are arranged with reference to the specific end in view. Advanced courses, covering 2 years and more, have been established for graduates, leading to the degree of doctor of science. In addition to these courses, the trustee of the Lowell Institute, under the supervision of the Massachusetts Institute of Technology, has established courses of instruction open to either sex, which are free of charge. These are pursued generally in the evening, and embrace essentially the same class of subjects as the courses before mentioned, but apparently in more popular form. A programme for six such courses is published, with a description of a seventh, which is designed to give instruction in practical design for manufactures. There were 22 graduate students in 1876–'77, and 209 undergraduates, besides 49 who were not candidates for a degree; total, deducting names counted twice, 293.

A special course in vise work, conducted during the year past, has awakened much attention throughout the country and forms the starting point in a line of industrial training that is likely to lead to great progress, which will be aided by a new school of mechanic arts in the institution.—(Twelfth annual catalogue.)

The *Worcester Free Institute of Industrial Science*, Worcester, following in general the plan of the polytechnic schools of Europe, offers a good education, based on mathematics, modern languages, physical sciences, and drawing. It also claims to give sufficient practical familiarity with some branch of applied science to secure to its graduates the means of gaining a livelihood. It is specially designed to meet the wants of those who wish to be prepared as mechanics, civil engineers, chemists, or designers. The training of students preparing for mechanical engineers occupies three and a half years; that of all others, three years, of 42 weeks each. There are, therefore, four classes, viz, apprentice, junior, middle, and senior. Instruction is given by recitations, lectures, and practice. The departments for practice are (1) mechanical engineering, (2) civil engineering, (3) drawing, (4) physics, and (5) chemistry. In mechanics, shop practice is added to the course and incorporated with it. In the fall of 1877 there was an attendance of 87 students in the regular classes, besides 2 pursuing a partial course. Twenty-three graduates received the degree of B. S.—(Return and printed report.)

At *Harvard*, scientific instruction is provided in the Lawrence Scientific School, in the Astronomical Observatory, in the Museum of Comparative Anatomy and Zoölogy, in the Bussey Institution, and in 3 summer schools of science. Lawrence Scientific School offers courses designed for (1) graduates of high schools and academies who desire a practical education in civil and topographical engineering, in mining, in chemistry, in natural history, or in mathematics, physics, and astronomy; (2) for persons preparing to become teachers, instruction being given in the modern methods of teaching science by observation and experiment; (3) for candidates for the degree of doctor of science and other advanced students. The Bussey Institution is a school of agriculture and horticulture, established in execution of the trusts created by the will of Benjamin Bussey. Systematic instruction is given in agriculture, useful and ornamental gardening, and stock raising. The summer schools of science, being largely designed to aid teachers in their preparation for higher work, have been already noticed under the heading Training of Teachers.

The *Lowell Institute*, Boston, in its annual courses of lectures, often traverses fields of popular science and aids in diffusing through the general community a knowledge of at least the primary elements of astronomy, geology, and similar branches of science.

THEOLOGICAL.

The *Andover Theological Seminary* (Congregational), *Newton Theological Institution* (Baptist), the *Episcopal Theological School of Massachusetts* (Protestant Episcopal), *Harvard University Divinity School* (Unitarian), *Boston University School of Theology* (Methodist Episcopal), and *Tufts College Divinity School* (Universalist) have each a 3 years' course of study, Tufts having also one of four years for such as have not received a collegiate training. Of the 221 students attending these schools in 1877, more than half were graduates of colleges. Special courses, not leading to a certificate of graduation or to the degree of bachelor of divinity, are arranged in some of the schools for the benefit of students who may be unable to take the full course. Another institution of this class, the *New Church Theological School*, Waltham, makes report of its existence since 1866, but appears from the return to have no settled course and no regular corps of instructors.

LEGAL.

At the *Law School of Harvard University* there had been some fear that the institution of an examination for admission in the case of non-graduates and the extension of the course from 2 years to 3, mentioned in the report for 1876, would cause a diminution of the number attending. This apprehension proved unfounded, for in 1876–'77 the number of students (187) was greater by 2 than in the preceding year. There has, moreover, been one very satisfactory result, viz, an increase in the number of college graduates entering the school, with a decrease of non-graduates, a change sure to result in great improvement if it be permanent.—(Report for 1876–'77.)

The *Boston University School of Law* is making a like effort to elevate the standard of legal study. In accordance with the recommendation of President Warren, mentioned in the report of last year, besides the continued preliminary examination of non-graduates, the third year of the course has been changed from a post graduate to an undergraduate year, and henceforth the degree of bachelor of law is to be conferred upon no one who has not previously taken a degree in arts from some college in good standing. Diplomas of graduation, certifying the completion of the course, however, are to be given those who have studied law 3 years (2 of which must be in this or in some other approved law school), provided the candidate pass a satisfactory examination. Here too the extension of the course and elevation of the standard have been justified by the immediate result, a larger attendance than in the preceding year, 143 against 141, with a still further increase at the opening of 1877–'78.—(Report for 1876–'77.)

MEDICINE.

The *Medical School of Harvard University,* which in 1871 set the good example of instituting a 3 years' course of study, with a series of examinations on all main subjects extending through the course, added in 1877 still further to its services in this direction by instituting a preliminary examination of all candidates for admission without a degree in letters or science. This examination is in Latin prose and Balfour's Physics, French or German, however, being accepted instead of Latin, if desired. The immediate effect was to reduce somewhat the number of new entries, 6 out of 13 who presented themselves in June being rejected and 2 out of 29 who presented themselves in September; but of course the better quality of the admissions must more than make up for this slight reduction in quantity, and the diploma will mean more and be worth more in the end. The number of students for 1876–'77 was 247. Of these, 82 offered themselves for examination for a degree; 61 passed and received diplomas, the others withdrawing, failing to appear, or being rejected.

The *Boston University School of Medicine* has also a preliminary examination of all applicants for admission who are not college graduates, and a medical course covering 3 years essentially the same as that at Harvard. It is open to both sexes on the same terms. Students in 1876–'77, 184; graduates, 45.—(Fourth annual report.)

The *Dental School of Harvard* now provides a progressive course of instruction extending over 2 years, the teaching of one year not being repeated in the next. To obtain the degree of doctor of dental medicine, however, there must be 3 years' study, at least one continuous year at this school. Students last year, 22; graduates, 8.—(Catalogue for 1876–'77 and report.)

The *Boston Dental College* has greatly raised its standard for graduation during the last 2 years. In order to graduate, the candidates among other requirements must have pursued their professional studies 3 years under a competent instructor, must have attended 2 full courses of lectures in this college, and must pass a satisfactory examination. The number of students (25) attending in 1876–'77 was not quite so large as in 1876, yet the school is in a healthy and prosperous condition.—(Return, with letter and printed catalogue.)

The *Massachusetts College of Pharmacy* has a 2 years' course, embracing chemistry, materia medica, and botany, and theory and practice of pharmacy. To obtain the degree of the school, the student must have served an apprenticeship of 4 years with some qualified pharmacist in a dispensing store, besides having attended the 2 years' course of this college or one year here and another (the first) at some other recognized college of pharmacy.—(Catalogue, 1876–'77.)

SPECIAL INSTRUCTION.

SOCIETY FOR PROMOTING STUDY AT HOME.

This excellent association, which has its seat in Boston, but includes members from several States, aims to encourage young women to devote a part of every day to systematic and continuous study. For this purpose it arranges courses of reading and programmes of studies, which it distributes to its members, with directions and advice. The student members must be 17 years of age at least, and must pay annually $2 for printing, postage, and the incidental expenses of the association. The yearly term of study is from October 1 to June 1, at which latter time students are invited to send to Boston for examination essays in English, French, or German, on such subjects as it may please them to select. Certificates of progress are issued upon these according to the measure of advance shown.

EDUCATION OF THE DEAF AND DUMB.

The *Clarke Institution for Deaf-Mutes*, Northampton, which owes its name to the munificence of the late John Clarke, of that place, is not a State school, but, owing to the excellence of its arrangements, it receives an annual State allowance for the instruction of pupils from Massachusetts. Growing out of a school originally opened by Miss Harriet B. Rogers at Chelmsford in 1866, in the following year it was set on a sure basis at Northampton by Mr. Clarke's liberality, Miss Rogers being continued at the head of it. One of the main purposes of the school from the beginning has been to promote the education of deaf children at an earlier age than had been previously customary, and the success secured through taking quite young children has led to an extensive following of its plan in this respect, as well as in its efforts to teach articulation from the outset. It has three departments, primary, grammar, and high; in 1877 a new building was erected for the first of these. While giving a good English education, cabinet making is taught to such boys as need industrial instruction, and sewing and mending to the girls. It had 66 pupils under 8 instructors in 1877.—(Report and return.)

The *Horace Mann School for the Deaf* was organized in 1869 by the Boston school board under the name of the Boston School for Deaf-Mutes. Its title was changed in 1877 to that above given, because the former one did not correctly express the condition of its pupils, many of them having been taught to talk, while the effort is made to enable them all to do so. The school still remains under the control of the city school committee, forms a part of the public school system, and teaches the common English branches in six regularly graded classes, with Professor Bell's system of articulation. The only industrial employment taught is sewing.—(Return and report for 1877.)

EDUCATION OF THE BLIND.

The *Perkins Institution and Massachusetts School for the Blind* aims to give to sightless children the same kind and degree of instruction as can be had in the best common schools for those who see, and to train them to industry and useful occupations, improving meanwhile their physical condition and perfecting the delicacy of their remaining senses. At the close of the year 1876–'77 it had 133 pupils under 7 teachers, with 13 men and 4 women employed in a workshop for adult blind persons. Besides the school exercises and the usual industrial occupations of each day, there are evening readings to the pupils, divided into six classes for this purpose, with a view to the improvement both of their information and their taste. A gallery in which the girl pupils may exercise and play is among the improvements of the year past, good bodily health and cheerful spirits being held to be important adjuncts to all mental training. A legacy of $80,000 lately left the institution by Miss Charlotte Harris, of Charlestown, was, at the date of the report, still somewhat uncertain, because of its aiming to create a department which would have somewhat the character of an asylum.—(Report for 1876–'77.)

EDUCATION OF THE FEEBLE-MINDED.

This benevolent work, first instituted in this country by the late Dr. Samuel G. Howe, is now prosecuted in Massachusetts by three different institutions: (1) The Massachusetts School for Idiotic and Feeble-Minded Youth, in South Boston, which had 88 pupils under 21 instructors, attendants, and other employés in 1877; (2) a private Institution for the Education of Feeble-Minded Youth, at Barre, which had 76 pupils, with what number of instructors and attendants is not stated, but apparently at least 13; (3) the Hillside School for Backward and Feeble Children, at Fayville, which had 9 pupils under as many teachers and other employés. All these aim to impart the elements of an English education, to develop both the mental and physical powers of the children, and to give training in pleasant and useful occupations. The Barre school and Massachusetts school were both established in 1848; the one at Fayville, in 1870.—(Reports and returns for 1877.)

BOSTON SCHOOLS FOR LICENSED MINORS.

There were 2 of these schools reported in 1877; having 2 teachers, an average of 65 enrolled pupils, and a daily average attendance of 57. The percentage of attendance was 87.7; the average number of pupils to a teacher was 32.5.

STATE CHARITABLE AND REFORM SCHOOLS.

The State Primary School, at Monson, had in it, for the year ending July 31, 1877, a total of 920 different scholars, with an average attendance of 393, under 8 female teachers; the State Industrial School, at Lancaster, 125 different scholars, with an average attendance of 83, under 3 female teachers; the State Reform School, at Westborough, 496 different scholars, with 339 in average attendance, under 2 male and 5 female teachers.—(State report for 1876–'77.)

OTHER KINDRED INSTITUTIONS.

The House of Reformation for Juvenile Offenders, in the city of Lowell, reports for 1877 a total of 123 inmates, under 1 teacher besides the superintendent; the Lawrence Industrial School, Lawrence, 31 inmates, under 5 teachers or other officers; the Plummer Farm School, Salem, 29, under 5 teachers or other officers. In all the three the elements of an English education are imparted and such industrial occupations as gardening and cane seating of chairs are pursued.—(Returns to Bureau of Education.)

SCHOOL OF THE INDUSTRIAL SCHOOL ASSOCIATION, BOSTON.

This school, formed by the union of an industrial school conducted for two seasons in the Lincoln Building, and the Boston Whittling School, carried on for five seasons in the chapel of the Hollis Street Church, admitted 32 boys, from 12 to 16 years of age, for two evenings of each week, in the winter of 1876–'77. Perhaps 12 had received some instruction in the use of the jigsaw and knife, but none of them had been previously trained in wood carving or in the use of the chisel for this purpose. A course of 24 lessons in wood carving was prepared, the necessary benches and tools arranged, and an effort made to give the boys an acquaintance with mechanical manipulations in wood which would be useful to them in any one of many different trades. Besides the direct instruction of these boys, the object of the society appears to be to demonstrate the practicability of some industrial training for such children in connection with their education in the common schools. The aim is certainly a worthy one, and the development of its results must be looked for with much interest. To further the object a day school of carving and modelling has been established under the auspices of the Woman's Educational Association, to give instruction in carving, modelling, and casting, for 5 hours daily of each school week during 8 months of the year. The projected course will require 2 years for its completion.—(Report of committee in State report.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The State Teachers' Association met at Boston December 28–30, 1877. According to the New-England Journal of Education, most of the papers read were good, several of them unusually so, and the discussions following them thoughtful, in the main, though off hand and extemporaneous. Two points stood out prominently in the plan of the meeting. One was primary school work and the other school supervision, the latter concealed under the topic "Ruts in education," discussed with great ability by Charles Francis Adams and others. Secretary Dickinson and his former associates in normal work advocated the philosophy of normal methods as especially valuable to primary teachers; but, beyond that, the meeting failed to suggest ways of improving primary instruction. This was not owing to a want of men and women with ideas on the subject, but to lack of time to call them out, and lack, also, of that freedom of expression which comes of longer sessions and better matured plans.

Among the addresses and papers given before the general association was one by Rev. E. J. Beckwith, of Waterbury, in advocacy of technical instruction; one by Judge Aldrich,[1] of Worcester, maintaining the right and duty of the State to support by general taxation higher educational institutions; and one also by Samuel Eliot, LL. D., of Boston, on "Nature in education." Miss Annie M. Wilson, of Boston, put in a "Plea for better reading in our public schools," and Mr. George T. Angell one for "Legions of honor in the schools," by means of which, he urged, a large body of honest, patriotic boys might be sent forth from the common schools.

In the high school section, Prof. George H. Howison, of the Massachusetts Institute of Technology, discussed the question whether the study of geometry in its current form has any vital worth as a mental discipline, and Mr. H. H. Ballard, principal of the high school of Lenox, advocated a fuller and more systematic study of natural history in the public schools.

In the grammar school section, papers were read on the importance of grammar schools, on methods of teaching arithmetic, and on the study of civil government.

Mr. Parker, superintendent of the Quincy schools, who presided over the primary school section, insisted upon the need of an entire revolution in primary teaching in the State. Hon. John W. Dickinson, of Boston, followed in support of this, saying that there was as yet no system worthy of the name in the primary rural schools at least, one great trouble being that the youngest, and often the poorest, teachers are given charge of such schools. "The relation of primary schools to all others" was considered by Mr. Harrison Hume, of Lawrence, after which the question "What is the normal school doing for the primary schools?" was discussed by several gentlemen, the idea prevailing that, while teachers trained in normal schools have greatly influenced grammar and high school training, they have thus far very slightly affected the lower schools.

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[1] The paper of Judge Aldrich forms article B in the appendix to the State report for 1876–'77, and is well worth perusal.

The proceedings of the association closed with an exhibition of the telephone in operation by Prof. A. E. Dolbear, of Tufts College, who gave a history of its discovery and explained the principles upon which it is based.—(New-England Journal of Education.)

CLASSICAL AND HIGH SCHOOL TEACHERS' ASSOCIATION.

The tenth annual meeting of the Massachusetts Association of Classical and High School Teachers was held in Boston, April 6 and 7, 1877.

On the first day an important paper was read by Hon. T. W. Bicknell on "The publication of educational works" for the needs of teachers. He recommended that a society be formed among educators in New England the object of which should be (1) to establish such a depository as will contain a complete catalogue of educational works, (2) to secure the translation of the best German and French books on pedagogics, (3) to provide for the publication of all current writings of our most eminent living educators, and (4) to supply such publications at a low price to the great body of American teachers. After some discussion, a committee of 5 was appointed to consider and report on the recommendations.

Papers were presented by Mrs. Clara B. Martin on "The study of French and German" and by Professor W. P. Atkinson, of the Institute of Technology, on "Entrance examinations to scientific schools." The last named subject was discussed by a number of gentlemen, among whom was President Eliot, of Cambridge, who wished to see a higher standard of admission to all scientific schools.

A committee appointed at a previous meeting of the association to consider the subject of requisitions for admission to colleges and other higher institutions of learning submitted their report, containing a number of suggestions and recommendations, with the view of securing uniformity in such requisitions.

On the second day the question of "Latin pronunciation" was discussed by E. R. Humphries, LL. D., who favored the English method. Professor George H. Howison then reviewed Whitney's Essentials of English Grammar, criticising the failure of the author to recognize the copula as an essential element of the English sentence and urging that he improperly classifies the parts of speech, which, the critic held, are only parts of the subject and predicate in a greater or less degree.

Before the adjournment of the association, the committee appointed to consider Mr. Bicknell's recommendations as to the establishment of a teachers' publishing society reported favorably on them, and a committee of 9 members, headed by Dr. J. D. Philbrick, of Boston, was appointed to arrange details and perfect plans for such a society.—(New-England Journal of Education, April 12, 1877.)

OBITUARY RECORD.

HON. EMORY WASHBURN, LL. D.

This ardent friend of every form of education died at Cambridge, Mass., March 18, 1877, having been born in Leicester, in the same State, February 14, 1800. His father had been an officer in the revolutionary war, under Gates and Washington. His mother was a woman of rare ability and energy. Pursuing his antecollegiate studies at the academy of his native place, he entered Williams College at an early age, and was graduated there in 1817; he then studied law at the Dane School of Harvard University, and was admitted to the bar in 1821. For several years he practised law in Leicester, taking part in the local affairs of the town and representing it in the legislature in 1826 and 1827. In 1828 he removed to Worcester, and ten years later became a representative from it, and again a State senator in 1841 and 1842, when he was chairman of the judiciary committee. In 1844 he was appointed by Governor Briggs a judge of the court of common pleas, and served from that date till 1848. Five years afterward, during an absence in Europe, he was elected governor of his native State for the year 1854–'55. In 1856, having accepted the Bussey professorship of law in Harvard University, he removed from Worcester to Cambridge, and performed with great fidelity the duties of that chair till September, 1876, when he resigned, having served for ten of these twenty years also as a member of the State board of education and visitor of the Framingham Normal School.

In all the various offices he held and all the many societies he was connected with, the prominent characteristic of Governor Washburn was a conscientious and most faithful devotion to whatever work he had in hand. For example, Miss Johnson, late principal of the Framingham Normal School, says that in one of the earlier years of his service in the State board he visited that school twenty times, spending the whole school day, attending the classes and listening patiently to the recitations, to see what were the methods of instruction and to determine what improvements might be made as well as what apparatus and appliance for illustration might be needed; and these visits were the whole day of a more than usually busy man, and required early rising and a ride of an hour and a half in the morning to reach the school in time for the commencement of the session. On such occasions, too, he often lectured on school laws and kindred topics, and, knowing every teacher and the particular work of each, not only exchanged pleasant greetings with them, but made sure, in hearty kindness, how each was getting on. At the regular monthly meetings of the board, too, he is said to have been always in his place, ready to bear his part in every work and his share of every responsibility; while at gatherings of teachers in State and county associations, he was often present, making addresses, taking part in discussions, and willingly doing anything within his power to help the cause of education. He did this, too, when time with him was money, and all thus done was a labor of love, bringing no pecuniary recompense whatever.

Notwithstanding the business devolved on him by his profession, and thus assumed in the offices he held, he found time to write historical sketches of his native place, first published in 1826 and enlarged and republished in 1860; Sketches of the Judicial History of Massachusetts from 1630 to 1775, published in 1840; a Sketch of the History of Leicester Academy, 1855; a Treatise on the American Law of Real Property, a standard text book in various editions from 1860 on; a Treatise on the American Law of Easements and Servitudes, 1863 and 1867, said by William Curtis Noyes to be "in comprehensiveness and accuracy without a rival;" a later work, entitled Lectures on the Study and Practice of the Law; and a large number of historical and instructive addresses, generally published by request.

To such a man honors came naturally. Besides the public offices conferred on him by his fellow citizens, the degree of LL. D. was given him by Williams and Harvard, both in 1854, in recognition of his legal learning and ability, while almost all the learned and benevolent societies of his day claimed him as officer or member.

Of his educational labors the success of the Framingham Normal School, during his visitorship, was one monument. The prosperous Worcester County Free Institute of Industrial Science, largely indebted to him for early counsels and wise plans, was another. And, besides care for public schools and Sunday schools, he was for many years intimately associated with Dr. S. G. Howe in the latter's noble efforts to improve the condition of the deaf and dumb. In such good works a green old age was largely passed.—(From papers kindly furnished by Mrs. M. C. Washburn and Miss Annie E. Johnson, with Allibone's Dictionary of Authors.)

WILLIAM HATHORNE BROOKS.

This noble teacher died at his home in Cambridge, Mass., March 7, 1877, of pneumonia, aged 72 years. Mr. Brooks was a native of Salem, Mass., and a graduate of Harvard of the class of 1827. He devoted his whole life after his graduation to teaching—a period of fifty years. He went first to Lancaster, Mass., where for a few years he was an assistant teacher under Hon. James G. Carter, in a school for the education of teachers. Then, for a number of years, he was principal of the high school in his native city. Subsequently he returned to Lancaster, and for several years devoted himself to the instruction and training of students suspended from Harvard College, taking the young men into his own family and exercising over them a sort of parental control while carrying them along in their college studies, the aim being to correct their idle or vicious habits and return them as early as practicable to their classes. In each of these situations and enterprises he spent but a few years. His great life service has been in the conduct of a private classical school in the city of Boston for the training and fitting of boys for business life, and more generally for Harvard College. In this he confined himself to a small number of pupils, so as to be thorough in his work and to do all the teaching himself. He generally had about fifteen scholars, sometimes not more than ten or twelve, and scarcely ever so many as twenty. With such small numbers he could satisfy himself in the thoroughness of his work for every boy, and could always know just what the pupils were able to do and just what was needed for each. He knew the boys, what was in them, and what they required of repression, instruction, and stimulus, sometimes better than their fathers and guardians. With rare qualities of sympathy and character, he went on in this work of training young men and boys for the university or for business pursuits, for nearly forty years. Hundreds of the alumni of the university and scores of merchants and manufacturers all over New England, to say nothing of other parts of the country, carry in their central being and life the qualities and acquirements which this one good man's conscientious work cultivated in them. Everybody was his friend, and few in thousands can look back upon so much good work done or pass from earth regretted and beloved by so many.—(Hon. Artemas Carter, in the Chicago Journal of March 9, 1877.)

SANBORN TENNEY, A. M.

On Monday, July 9, 1877, Professor Tenney, who was born at Stoddard, N. H., in 1827, died suddenly of apoplexy, at Buchanan, Mich. He had been in his usual health at the commencement at Williamstown the preceding week, and had set out afterward on an expedition to the Rocky Mountains for scientific purposes, when thus suddenly arrested by death at the house of a sister whom he had stopped to see. The professor, a graduate of Amherst in 1853, had held the chair of natural history at Williams College for 9 years, going there from Vassar College, where he had occupied the same position from the foundation of the professorship. An intimate friend of Agassiz and a warm admirer of his methods of study and instruction, like that great teacher he led his students to examine lovingly the wonders and beauties of nature. With something of his master's magnetism and with a gentle courtesy peculiarly his own, he won them equally to himself as their instructor and to the subjects which he interested them in studying. As an author in the same department he had achieved high reputation, his Geology for Teachers and Manual of Zoölogy for Schools having proved great favorites. For 15 years he had been a lecturer in the Massachusetts Teachers' Institute and had twice given courses before the Lowell Institute in Boston, where he was to deliver a third course in the winter of 1877-'78. At least three times he was offered the presidency of important institutions. At Williams he added largely to the natural history collections, and brought them to great completeness and perfection of arrangement. He leaves a wife, who has been almost his peer in science and herself an author in the same line with her husband, to gather his harvest and carry on his work.—(Allibone's Dictionary, New-England Journal of Education, July 19, 1877, and Williams Athenæum.)

DR. EDWARD HAMMOND CLARKE.

The treatises of Dr. Clarke on Sex in Education and The Building of a Brain, published in 1873 and 1874, had made him so extensively and favorably known that all who are interested in the healthful development of woman's powers must have learned with regret of his death, which occurred at Boston, November 30, 1877, in the fifty-seventh year of his age. The son of a Boston clergyman, on preparing himself for college, he entered Harvard College, was graduated there in 1841, afterward pursuing medical studies at the University of Pennsylvania and receiving from it his degree in 1846, having meanwhile travelled considerably for his health. Settling in his native city, with intervals of travel to Europe and the East, he made himself a name for skill and culture that soon brought him ample occupation in his profession, and led to his connection with the Boylston Medical School, started by him and others in 1850. In 1855 he was made professor of materia medica in the medical school of Harvard, and filled the chair till 1872. About that time his attention was drawn in his practice to some cases which seemed to him to prove that nature's laws are not sufficiently respected in the superior instruction of young women, and he embodied his ideas on that subject in an address he was invited to deliver before the New England Women's Club, in Boston. The address excited such attention as to induce him to enlarge and publish it under the title of Sex in Education, with additional physiological details and illustrations. Its appearance led to wide discussion, extending to both sides of the Atlantic, physicians largely taking side with Dr. Clarke, while many engaged in the instruction of young women, or eager to promote it, vigorously assailed the position he had taken. One result of the publication was a request from the executive committee of the National Educational Association that, at its next annual session, he would express his views on "The education of girls." He complied with the request, prepared a paper, and delivered at Detroit, in 1874, an address on "The building of a brain," embodying part of the material he had prepared, all which, with some additions, he afterward published as his final utterance on that topic. A paper on practical medicine, in the Century of American Medicine, followed this in 1876, and then the skilled physician and able author, just risen into fame, succumbed to a disease before which medical skill seems powerless. He leaves a posthumous work on False Sight the publication of which is announced.—(New-England Journal of Education, December 13, 1877, Buffalo Medical Journal, and introductions to Dr. Clarke's works.)

CHIEF STATE SCHOOL OFFICERS.

Hon. JOHN W. DICKINSON, *secretary of the State board of education, Boston.*

STATE BOARD OF EDUCATION.

Names.	Post-office.
Members ex officio.	
His Excellency Alexander H. Rice, governor	Boston.
His Honor Horatio G. Knight, lieutenant governor	Boston.
Members by appointment.	
Rev. William Rice, term expires in 1879	Springfield.
Hon. C. C. Esty, term expires in 1880	Framingham.
Hon. Edward B. Gillett, term expires in 1881	Westfield.
Rev. C. C. Hussey, term expires in 1882	Billerica.
Rev. Charles B. Rice, term expires in 1883	Danvers.
Hon. Henry Chapin, term expires in 1884	Worcester.
Rev. Alonzo A. Miner, D. D., term expires in 1885	Boston.
Hon. Gardiner G. Hubbard, term expires in 1886	Cambridge.
Hon. John W. Dickinson, secretary and executive officer	Boston.

AGENTS OF THE BOARD.

Names.	Post-office.
George A. Walton, of Westfield	Boston.
E. A. Hubbard, of Springfield	Boston.
Walter Smith, of Boston, art director	Boston.

MICHIGAN.

STATISTICAL SUMMARY.

	1875–'76.	1876–'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5–20)	459,808	469,444	9,636	....
Enrolled in public schools	345,096	357,139	12,043	....
Average monthly enrolment	250,000	260,000	10,000	....
Average daily attendance	200,000	210,000	10,000	....
Attendance in private schools	8,033	8,958	925	....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts	5,834	5,947	113	....
Number of graded schools	303	295	....	8
Number of ungraded schools	5,531	5,652	121	....
Number of school-houses	5,931	6,078	147	....
Number of sittings in these	426,611	431,707	5,096	....
Valuation of school-houses and sites	$9,257,094	$9,190,175	....	$66,919
Private and select schools	170	181	11	....
TEACHERS AND THEIR PAY.				
Men teaching in public schools	3,548	3,781	233	....
Women teaching in public schools	9,286	9,220	....	66
Average monthly pay of men	$48 50	$42 54	....	$5 96
Average monthly pay of women	28 28	27 45	....	83
Teachers in private schools (estimated)	150	160	10	....
INCOME AND EXPENDITURE.				
Total receipts for public schools	$4,067,802	$3,792,122	....	$275,680
Total expenditure for these	3,457,860	3,179,976	....	277,884
PERMANENT SCHOOL FUND.				
Amount of available school fund	$3,147,918	$3,151,418	$3,500	....

(From published reports of Hon. Daniel B. Briggs and Hon. Horace S. Tarbell, State superintendents of public instruction, for the two years indicated. The figures for 1875–'76 differ somewhat from those given in the Report of the Commissioner for 1876, which latter were from a return by Mr. Tarbell. Those here given he has himself adopted as the basis of his calculations of increase and decrease in his own subsequent report. The figures for the average monthly enrolment and average daily attendance are, however, still taken from his returns, these items not appearing in the published State report; they seem to be estimates.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State superintendent of public instruction* is elected biennially by the people to supervise the public school system and inspect, personally or through his deputies, the State University, the State Normal School, and other incorporated institutions of learning, respecting all which he is to make annual report to the governor. He is permitted to appoint a deputy, who may serve as superintendent in his absence or in case of vacancy, but who may be removed at pleasure.

SPECIAL.

A *board of regents of the University of Michigan*, composed of 8 persons chosen by the people, with the president of the university as an advisory member, has charge of the general interests of that important institution. The term of the elective members is 8 years, with a change of one-fourth every 2 years.

A *board of visitors of the university* is biennially appointed by the State superintendent for annual inspection of its condition in every department and for report to him of that condition, with suggestions as to any improvements they may think possible. A like board of visitors is annually appointed by him to visit and inspect incorporated institutions of learning other than the university and report thereon to him. Each of these boards is composed of 3 members.

A *State board of education*, for the supervision of the State Normal School, is composed of 3 members chosen by the people for terms of 6 years each, one to be elected every 2 years, the State superintendent being also an ex officio member.

LOCAL.

A *township school board* is annually formed by the election of a school inspector, a township superintendent of schools, and a township clerk, charged with the creation and alteration of school districts, care of township library, and inspection of schools. The township superintendent is intrusted with especial responsibilities in this last direction, including the examination and certification of teachers.

A *district board* of 3 members for an ordinary district, and of 6 for a graded school district with at least 100 children of school age, is formed by an election of all these members on the first formation of the district, and continued by an annual election of one member for the former and of 2 for the latter board for a 3 years' term in place of retiring ones. These boards have the special charge of the schools of their districts, with the duty of engaging teachers, prescribing studies and text books, and looking after district libraries where they exist.—(School laws, editions of 1873 and 1875.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

The statistics before given show on the whole a favorable condition of the school system. An increase of 9,636 in the number of children of school age has been more than met by an enrolment of 12,043 additional pupils in the public schools, besides 925 additional in private schools. An advance of 167 in the number of teachers is probably sufficient, with those already in employment, for the enlarged enrolment, while the sittings in the schools are considerably beyond the demand for them. Schools have increased in about the same degree as school districts and school-houses in larger proportion still; the material for these houses, too, has improved, stone, brick, and neat frame structures gradually superseding the old unsightly log houses. In the district and township libraries, too, which are great aids to improvement in the schools, there has been an addition of 23,877 volumes in the year, making the whole number 221,230 at the date of the report.

The receipts and expenditures for schools are, it is true, nominally much lower than they have been in some past years; but this does not imply any decrease of interest in the schools. It is partly a wise reaction from reckless expenditure on costly school-houses, partly in the line of the reasonable economy which several seasons of financial depression have made necessary, and partly the fruit of a steady increase in the value and purchasing power of current money, which makes smaller nominal amounts worth as much as larger ones have been for some years past. The decrease in the estimated value of school-houses and sites is largely explainable on this last ground, and so is the reduction of the pay of teachers, though both may have come to some extent from stretching a wise economy too far; in the former case, to the withholding of the means of required repairs for costly structures; in the latter, to the extent of parting with good teachers for the sake of getting cheap ones.

UNIFORMITY OF TEXT BOOKS AND FREE BOOKS.

Superintendent Tarbell devotes considerable space to the former of these topics, so much debated recently in the Northwest, and concludes that the obstacles in the way of both State and county uniformity are too great to make either possible at present. He would be satisfied with either township or district uniformity, believing that all practicable good results can be secured with either. He says that all the graded schools now have a uniform series of text books.

The plan of free text books seems to him the best solution of the difficulty arising from the heavy burden of expense which the purchase of books now imposes on many who are ill able to afford it, while it would do away with the somewhat invidious distinction now made, under the law, between those who can and those who cannot furnish them. He therefore recommends the passage of a law like that existing elsewhere, allowing districts to determine at their annual meeting whether the district board shall furnish school books at the expense of the district to all pupils in attendance at their school during the year, the books to be the property of the district and to be loaned to the pupils under suitable conditions.—(Report for 1876-'77.)

TOWNSHIP OR COUNTY SUPERVISION.

In 1875, the system of county supervision, which had existed in the State since 1867, was overthrown and a system of township supervision put in place of it. Against this, which somewhat resembles one that had been previously tried and found unsatisfactory, Mr. Tarbell says a reaction has set in, but whether sufficient to overthrow it is uncertain. Individually he would be pleased to see a change and thinks the welfare of the schools demands it. The testimony of many of the township superintendents themselves, as cited by him, is against the system for these reasons, among others: (1) the difficulty of obtaining in every township men competent to fill the place; (2) the difficulty of retaining good men, even when such have been secured, political cabals or offence at their fidelity resulting in vast numbers of removals at the close of every year; (3) the impossibility of retaining any consistently high standard for teachers' certificates when disappointed candidates can go into the next township and try again with frequently a fair chance of success; (4) the fact that the office brings too little pay to make incumbents leave more remunerative occupations and give the school work the time which it demands.

Whether county superintendency, with its fuller rewards, longer tenure of office, greater independence, and promise of higher work, can be replaced, however, seems at present doubtful. Mr. Tarbell therefore suggests a modification by which the existing township superintendents of each county should become the electors of a board of examiners for the county, this board to consist of 3 members, all elected at once in the beginning, but going out subsequently one by one each year, to give opportunity for new election. On the county board thus constituted he would devolve the whole work of examining teachers for the county, leaving to the township superintendents their other duties, with the added one of making to the examiners each term a report of the quality of the work done by each licensed teacher and a like report to the annual district meeting.

He thinks that unity, permanency, and consistency of requirement as to teachers would be secured throughout each county under such a board, that favoritism and political wirepulling would be avoided, and that certificates would come to mean much more than they now do.—(Report.)

CITY SCHOOL SYSTEMS.

OFFICERS.

Boards of education of 2 members for each city ward, elected for terms of 2 years and one-half changed each year by new election, are common in the cities of the State. Detroit has a board of 26 members, 13 changed yearly; Ann Arbor, one of 9, holding office for 3 years each, one-third changed yearly. In some cases, under a general law for graded and high school districts, there are boards of 6 trustees, chosen each for 3 years, with an annual change of 2 members. Most city boards, as elsewhere, have city superintendents of schools as executive officers.

STATISTICS. *a*

Cities.	Population.	Children of school age.	Enrolment.	Average attendance.	Teachers.	Expenditure.
Ann Arbor	7,984	2,369	1,767	1,298	35	$26,876
Bay City	18,000	4,278	2,841	1,720	40	33,072
Detroit *b*	101,255	35,172	13,291	9,641	228	213,214
East Saginaw	17,884	5,155	3,177	2,224	52	40,166
Grand Rapids	39,000	9,129	5,019	3,148	87	72,548
Saginaw	10,500	2,835	1,564	1,073	28	28,373

a The statistics of Ann Arbor, Detroit, and East Saginaw are from printed reports for 1876-'77. Those of Bay City, Grand Rapids, and Saginaw, in the absence of such reports, are from written returns.

b Population according to the census of 1874; Superintendent Sill gives in his report the following statistics for the fall term of 1877: Children of school age, 35,739; enrolment, 12,682; average daily attendance, 10,524.

ADDITIONAL PARTICULARS.

Ann Arbor has in the past had 5 primary, 3 grammar, and 4 high school grades. Now each of these divisions comprises 4 grades. For promotion and regulation of grade rank the primary schools are examined twice and the grammar schools three times a year, but promotions may be made on special examination whenever merited. The standard for promotion at the primary examinations is 75; but in making up averages in other grades such studies as drawing, music, and object lessons rate at one-fourth the value of what are considered weightier branches, while readiness in reproducing the matter of a text book is ranked below independent knowledge and facility in application. As respects promotions from the grammar to the high school, the standard to be reached is 80 in each study of the last year. With this high rate 55 out of 62 passed at the close of the year, 7 more than in the preceding year.

Special teachers of penmanship, drawing, and music are employed, the first giving one lesson a week in the ward schools and daily lessons in the sixth and seventh grammar school grades. The master of drawing teaches wholly in the grammar school, leaving the ward schools to the regular teachers, who are instructed fortnightly. The teacher of music gives one lesson a week in each room below the high school.—(Report of Ann Arbor public schools, 1876–'77.) For matter relating to the high school, see Secondary Instruction, further on.

In *Detroit*, as in most other cities, 12 grades constitute the public school course of instruction, each grade representing an average of one year's work. The several grades are here divided into 2 classes, the least advanced designated by the letter B and that in the last half of any year's work by the letter A. The whole city system has the now customary three departments, viz, primary for the first 4 years' work, grammar for the second 4, and high for the last 4. The course of study in all has remained unchanged during the year 1876–'77. Careful specifications of its requirements put into the hands of every teacher, together with the recently adopted plan of offering promotion to any class or individual prepared for it, have made the systematized arrangement more useful and effective than in previous years. Pupils and teachers now understand that no one need wait for others; and, as industry and skill may thus reach their legitimate reward at any time, there is a strong incentive to exertion.

The high school, for statistics of which see Secondary Instruction, has become an important means of supplying teachers. Out of 87 candidates for teachers' certificates at the last annual examination, 70 were graduates of the city high school, and out of 20 who passed the examination successfully 15 were from that school.

As a stimulus to long continuance, the rate of pay for teachers entering the lower grades rises steadily for ten years after the first. In the case of principals, regular assistants in the ninth grade, and special teachers, the rise continues only to the third or fourth year. There are special teachers of music and penmanship, drawing not entering into the present course.

A public library under the control of the school board adds much to the means of improvement from school studies. By a happy arrangement, crime is made to pay for this part of the education of the citizens, the funds for the creation and support of the library being drawn from the proceeds of fines and recognizances. The 30,000 volumes composing the library were placed in January, 1877, in a new fire proof building with a capacity for 200,000 books, erected without any burden on the taxpayers.—(Report for 1876–'77.)

At *East Saginaw*, without any considerable increase of enrolment, the attendance in all but the first grade has increased. The percentage of attendance on the average number belonging reached 94.27. Drawing, music, and penmanship are taught by special teachers. A public school library of 4,233 volumes was used during the year by 920 persons.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

The number of students enrolled in the normal department for 1876–'77 was 366, of whom 174 were in the common school course, 54 in the full English course, 136 in language courses, and 2 unclassified. There were 77 graduates from all the courses, 36 young men and 41 young women. Under a regulation similar to that existing at the university, 16 graduates of high schools were admitted during the year without examination. This new feature promises much good to the normal as well as to the high schools. It presents to the students of the public schools a strong inducement to remain until they have completed the course, and at the same time secures higher qualifications in those entering the normal school. About thirty such graduates have already been admitted for the year 1877–'78. Those who enter thus on diploma, by earnest work can usually complete the full English course in one year and either of the language courses in two years. Some slight changes have been made in the courses of study. A district school course has been added, with the object of giving special instruction to those who intend to teach principally in the district schools. The requirements for admission have been considerably increased, so that those who are admitted to the common school course may, by close application, complete it in one year. The increasing demand for graduates of this school to take charge of graded schools and to fill important positions as assistants in the best schools in this and other States affords gratifying evidence that the school is in some degree accomplishing the object for which it exists.—(State superintendent's report for 1876–'77.)

The legislature in 1877 appropriated $30,000 to repair the existing normal school building and to build another one, which will greatly add to the accommodations and advantages heretofore enjoyed.—(Laws of 1877.)

OTHER NORMAL TRAINING.

At the State university classes are organized to meet the wants of such students as desire to fit themselves for teaching, and any member of the senior class who pursues courses of study with reference to this end, and who, on special examination in ancient and modern languages and mathematics, shows such proficiency as qualifies him to give instruction, may receive a teacher's diploma. Battle Creek College had a normal course in 1875–'76, which may yet be continued. Olivet College reports a normal department with an English course of 2 years, under the supervision of Prof. O. Hosford, formerly State superintendent of public instruction. This is intended to prepare teachers for the common schools, and the satisfactory completion of it is rewarded by a normal certificate; those aiming at higher work may receive special training under Professor Hosford's direction and at the close of their course receive a normal diploma. There is also a normal class for such as desire to become teachers of music; it is under the supervision of the director of the Michigan Conservatory of Music, which forms a department of the college.—(Catalogue for 1877–'78.)

TEACHERS' INSTITUTES.

A law of April 14, 1877, provided for the formation in each county of an institute fund out of fees of $1 for men and fifty cents for women, levied on those thenceforth applying to be examined for teachers' licenses. With this fund there is to be held annually in each county, under all ordinary circumstances, an institute for the better instruction of the teachers of the county in methods of teaching, management, and discipline, all persons entering who have not paid the above fee paying fifty cents as a registration fee. Besides these county institutes, an annual State institute is provided for in the same law, the State superintendent being authorized to draw for it $400 annually from the State treasury. Both the county and State institutes are to be under his general direction, with such aid in conducting them as the funds will enable him to secure.

The State institute for 1877 was held August 20, at Lansing, and as it was designed to be in some respects a model in thought and method for the local institutes which were to follow, the best teaching ability that could be secured was obtained for it from four neighboring States. Though experiencing the disadvantages which usually attend the first attempt at an untried scheme, it proved decidedly successful, and enrolled about 200 of the leading teachers from all parts of the State, sending them home to their respective schools, it is believed, with better knowledge of right methods of teaching.

The information as to the passage of the law reached many of the counties too late for the collection of any considerable amount of fees from persons seeking licenses to teach in the summer schools. The funds for the county institutes were consequently small; still 20 such institutes were held during the months of August, September, and October, 1877. They brought together an average of about 40 teachers in each case, who, the superintendent says, showed "ability to profit by the best teaching which could be given them and good appreciation of the advantages afforded by the institutes." In future it is hoped that they may be brought within the reach of all the teachers.—(Report for 1876–'77.)

SUPERIOR INSTRUCTION.

COLLEGES.

Six colleges and universities report for 1876–'77. For statistics, see Table IX of the appendix, and the summary of it in the Report of the Commissioner preceding.

The *Michigan State University* announces that hereafter the degrees of master of arts, master of philosophy, and master of science will not be conferred in course, but only upon graduates of this or other colleges who have pursued, at least for one year, two of the courses of graduate study marked out by the university and who have sustained an examination in at least three of these studies. During the year 1876–'77, there were 369 students in attendance in the department of literature, science, and the arts (14 of them resident graduates and 15 in select courses), besides 741 who were pursuing studies in the departments of law, medicine, dentistry, and pharmacy, making a total of 1,110. The number of women in attendance was 97, of whom 48 were in the department of literature, science, and the arts. The women form a little less than 9 per cent. of the whole number of students, and this proportion remains about the same from year to year. The University Calendar states that 409 academic and professional degrees were conferred in 1877.

The system of admitting without examination students who are the graduates of approved schools continues to justify itself. Fifty-five were admitted in 1876 on diploma from the public schools of the State, and the president of the university says that the work of these schools shows a steady and rapid increase in its thoroughness and range. He thinks, indeed, that whatever success the university is achieving is due in no small degree to the excellence of the schools which give their pupils so good a foundation for their studies here.—(Calendar of university and report of president, 1877.)

COLLEGES FOR WOMEN.

Besides the opportunities afforded women in colleges open to both sexes, there are chartered institutions in the State devoted exclusively to the education of women. For statistics of these, see Table VIII of the appendix, and the summary of it in the Report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

[For statistics under this head, see Tables X–XIII of the appendix, and the summaries of them in the Report of the Commissioner preceding.]

SCIENTIFIC.

The *State Agricultural College*, near Lansing, seeks to give its students a knowledge of science and its application to the arts of life; to afford them the benefits of daily manual labor; to make experiments for the promotion of agriculture and horticulture; to offer the means of a general education to the farming class, and to establish, when adequate means shall be secured, such other courses of study as the organic law of the college and the act of Congress donating lands for agricultural colleges contemplate, especially courses of study bearing on the application of science to military pursuits and the various arts of life. The institution was opened to students in May, 1857, being thus the first of the existing agricultural colleges of the country. Until 1861 it was under the control of the State board of education, but at that time there was established for its management a State board of agriculture, which still has charge of it.

Of the farm of 676 acres, about three hundred are under cultivation with a systematic rotation of crops. The income of the college from productive funds is about $16,000 and the appropriation by the State in 1877 was $36,836.80. Tuition is free, and labor (required of all) is paid for according to its value, the maximum rate being 10 cents an hour; students are thus enabled to defray a portion of their expenses. The winter vacation also gives them an opportunity to teach. There were 141 students pursuing the regular 4 years' course in 1877, 2 of whom were women, besides 12 in a partial course.—(Return and catalogue, 1877.)

The *Polytechnic School of the State University* gives advanced instruction in the mathematical, physical, and natural sciences and courses in the practical application of these sciences to the arts. It comprises the course in civil engineering, the school of mines (including architecture and design), special and advanced courses in science, and the school of pharmacy.—(Calendar of the University of Michigan, 1876–'77.)

THEOLOGICAL.

There are departments of theology connected with *Hillsdale College* (Free Will Baptist) and *Adrian College* (Methodist) which provide 3 years' courses of instruction and report an attendance respectively for the year 1876–'77 of 11 and 25. In the former department there was also a class of 14 preparing for theological study. In both institutions, a special course is permitted to those whose circumstances do not permit them to pursue the regular course. The *Theological Department of Hope College*, the president informs the Bureau, has been suspended.

LEGAL.

The *Law Department of the State University* has a course of instruction covering 2 years, which embraces the several branches of constitutional, international, maritime, commercial, and criminal law, medical jurisprudence, and the jurisprudence of the United States. No previous course of reading is required for admission, but the candidate must be 18 years of age and of good moral character. The number of students attending during the fall term of 1877 was 309; graduates in 1877, 159.

MEDICAL.

The *Department of Medicine and Surgery of the State University*, notwithstanding attacks on account of the establishment by the university of the Homœopathic Medical College, continues its vigorous life and takes a step forward. Its course has been extended from 6 to 9 months, and the work is so graded as to secure an orderly and systematic education. Students who are not college graduates are admitted only upon examination as to their fitness to pursue the studies of the school with profit. To obtain the degree of doctor of medicine, the candidate must have studied medicine and surgery for 3 years with some respectable practitioner (including lecture terms), must have attended 2 full courses of didactic instruction, and must have been engaged in the study of practical anatomy and practical chemistry. The faculty earnestly advise students to pursue the 3 full years of study in the institution. To encourage a higher grade of preliminary acquirements, an allowance of 6 months from the term of study is made in favor of college graduates and of 12 months to graduates of the department of pharmacy. Women are admitted on equal terms with men, but are instructed separately, the two classes not being brought together in the lecture rooms, except in the department of general chemistry. Number of students, 285.—(University Calendar and State report.)

The *Homœopathic Medical College of the State University* provides a course of instruction equal in extent to that of the Department of Medicine and Surgery, and its requirements for graduation are equally high. Instruction in general chemistry, anatomy, organic and applied chemistry, physiology, ophthalmology, otology, practical anatomy and surgery, obstetrics, and diseases of women and children is given to students of this college in the department of medicine and surgery. While attending lectures on these subjects they will be entitled to all the privileges accorded to students in that department and will conform to all requirements so far as they apply to the branches pursued. Women are also admitted to this school on the same conditions that are required of men, provision being made for their separate instruction. There were 51 students attending during the year 1876–'77.

Detroit Medical College has under its control for educational purposes Harper's, St. Mary's, and St. Luke's Hospitals. In addition to these facilities, two free dispensaries are maintained by the college, at which patients are treated before the classes. There is no indication of any examination or requisition as to literary preparation for the course. The college year is made to cover 10 months, embracing a preliminary, a regular, and a recitation session; attendance on the regular session of 5 months, however, is all that is required. The plan of instruction combines clinical, didactic, and laboratory teaching. Members of the senior class are each day called upon to examine patients, diagnosticate injuries or diseases, and, as far as possible, aid in treatment. Among the requirements for graduation are the study of medicine during 3 years, including attendance upon at least 2 regular courses of lectures, dissection of every part of the cadaver, a course of analytical and medical chemistry in the laboratory, and a satisfactory written and oral examination upon the fundamental branches of medicine and surgery. There were 89 students during 1876–'77.—(Announcement and catalogue, 1877.)

A *College of Dentistry* was established in 1875 in connection with the Department of Medicine and Surgery of the University of Michigan. The requirements for admission are the same as those which secure admission to that department. The prescribed course of study covers 2 years, while an additional year is recommended. Candidates for graduation must have devoted three years to the study of the profession and have made such attainments in all the branches of study as shall be satisfactory to the faculty. There were 33 students attending in 1876–'77.—(Calendar of university, 1876–'77.)

The *School of Pharmacy* has been organized as a distinct branch of the State university. The design is to qualify graduates to become practical pharmacists, general analysts, and chemical manufacturers, and to give them the training of systematic work in exact science. Class instruction, comprising both recitations and lectures, is made to coöperate with laboratory practice in all the topics of the course, which extends over 2 years. Number of students, 64.—(Calendar of university, 1876–'77.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The Institution for the Education of the Deaf and Dumb and the Blind, at Flint, reports an attendance of 250 pupils, of whom 205 were deaf and dumb and 45 blind. The common English branches are taught, besides the employments of cabinet and shoe making, printing, wickerwork, and broom making. The institution is under the control of the State, from which it received $43,500 in 1877. The library numbers 1,200 volumes.—(Return, 1877.)

EDUCATION OF POOR AND NEGLECTED CHILDREN.

The fourth annual report of the board of control of the State Public School (for dependent children) at Coldwater states that since the opening of the school in May, 1874, there have been 509 children admitted. During 1876–'77 there were 350 in the school, of whom 130 were placed in families. The whole number remaining in the school at the close of the year was 204. The board claims that the school has benefited the children committed to it intellectually, morally, and socially, while the economical results are said to prove even better than were expected. Investigation shows that the average cost throughout the State of maintaining paupers in the poorhouses is $122.23, while that of maintaining and educating a child in the State school in the past year was only $117.18. That the State can clothe, maintain, and educate a child in such an institution, with good moral and social surroundings, more cheaply than it can merely keep one in the county poorhouse, with all its detrimental influences, is thus an established fact.—(Report for 1876–'77.)

EDUCATION OF YOUTH NEEDING REFORM.

The number of boys remaining in the State Reform School at the close of 1877 was 262; number received during the year, 123; number discharged, 103. The complete removal of all prisonlike surroundings, commenced in 1875 and fully completed during 1876–'77, is said to have had an effect upon the dispositions and appearance of the boys which only those can appreciate who have carefully watched the reform school in all its past and present phases. Military drill has been introduced as part of the educational system, with beneficial results. In the school department the introduction of several new text books has added largely to the interest of the department. Though the pupils are generally from a class as unaccustomed to study as they have been unrestrained in their habits, many are learning to apply themselves with energy and are fast acquiring a knowledge of the essential branches of education.—(State superintendent's report.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The twenty-fifth annual meeting of the State Teachers' Association was held at East Saginaw December 27–29, 1877.

The first paper, read by W. S. George, editor of the Lansing Republican, urged the advantages of public over church schools and noticed different classes of objections to the public schools. Papers were also read by Superintendent C. A. Gower, of East Saginaw, on "Local supervision;" by Miss King, on "Botany;" by Superintendent C. B. Thomas, of Niles, on "Educational fallacies and forces;" by President H. Q. Butterfield, of Olivet College, on "The relation of the lower schools to the colleges;" by Superintendent Bemis, of Coldwater, on "The next step in the educational progress of Michigan," in which he recommended that the State should make special provision for education between the primary and high school; by Professor L. McLouth, of the State Normal School, on "How shall the physical sciences be taught?" by H. D. Harrower, of Chicago, giving a protracted "Field view of the schools;" by Mrs. Kate B. Ford, on "The Kindergarten;" by Mrs. L. A. Osband, of Albion College, on "The teacher's relation to the moral and religious culture of the future;" and by Professor I. N. Demmon, of the Michigan State University, on "The study of bibliography, and its bearing on the teacher's work."—(Educational Weekly.)

OBITUARY RECORD.

GEORGE BERMIES JOCELYN, D. D.

The Educational Weekly, of Chicago, in the Michigan department of its issue for February 8, 1877, contained the following notice: "Dr. George B. Jocelyn, president of Albion College, died early on the morning of January 27, of an attack of inflammation of the lungs. Dr. Jocelyn was born in Connecticut, January 3, 1824, and consequently was only a few days past 53. Educated at Asbury University, Indiana, he was graduated in 1842. The next year he joined the Methodist Episcopal Conference of Indiana as an itinerant preacher, and soon won for himself a high place.[1] In 1857 he was transferred to the Iowa conference, and after having filled, as pastor, some of the most important charges in that State, he was made president of the Iowa Wesleyan University in 1861. In 1864 he was called to Albion as president of Albion College, and continued to occupy that position till his death, except for two years, during which time he served as pastor of the Methodist Episcopal church at Grand Rapids. Dr. Jocelyn was a man of strong masculine character, indomitable force and perseverance, and full of zeal for the promotion of Christianity and education, while his large hearted disposition and cordial manners fastened to him by the strongest ties of friendship those with whom he came in contact. The college, the church, and the cause of higher education in Michigan have lost, in his death, one whose place it will be difficult to fill."

HENRY S. CHEEVER, M. D.

The announcement that Dr. Cheever, professor of materia medica and therapeutics in the University of Michigan and of physiology in the Long Island College Hospital, had died at Ann Arbor, March 31, 1877, grieved a large circle of enthusiastic admirers and warm friends. The Detroit Medical Journal states that Dr. Cheever was born at Exeter, N. Y., August 8, 1837, and when seven years of age removed with his parents to Geneva, Ill., where he spent his boyhood on a farm. In 1856 the family removed to Michigan and in 1859 settled at Ann Arbor, where young Cheever entered the literary department of the university, for which he had previously prepared himself at Tecumseh. Graduated in 1863, he gave the next year to a full chemical course in the laboratory; then entering on the direct study of medicine, he was graduated doctor of medicine in 1866. In 1867 he was appointed demonstrator of anatomy in the medical school of the university, in 1868 was made lecturer on materia medica and therapeutics, and in the following year received a full professorship. In 1872 physiology was added to the other subjects of his teaching, and during the same year he became also professor of physiology at the Long Island College Hospital. Of course, such rapid advancement was not gained without close study and unremitting attention to the duties of his chair, to which was added an extensive practice also. Under these accumulated labors his health soon began to yield, and symptoms of consumption manifested themselves. A 2 years' leave of absence granted in 1873 enabled him to try the healing influences of the climate of Colorado; but, although his general health improved, the pulmonary trouble was not materially alleviated, and when, in the session of 1875–'76, he again undertook to lecture, he found his strength inadequate, and was compelled to give up work. From that time, the coming end was calmly awaited and eventually met with Christian fortitude and resignation.

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[1] A correspondent of the Detroit Tribune says that in 1855 Dr. Jocelyn was made president of Whitewater College.

As a lecturer, Dr. Cheever is said to have been not brilliant, but thorough, working originally in his special lines and supplementing the teachings of the books by experiments and illustrations conducted by himself. According to the language of the faculty of medicine and surgery, he brought to the uses of medical education a clear mind, direct force, and tireless energy. The intensity of his purpose may be read in the labors of his life, and has been too surely attested by his early death.—(Detroit Medical Journal, May, 1877.)

CHIEF STATE SCHOOL OFFICER.

Hon. CORNELIUS A. GOWER,[1] *State superintendent of public instruction, Lansing.*

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[1] As this report is going to press, information is received that Hon. Horace S. Tarbell, whose first term extended from January, 1877, to January, 1879, and who had been nominated for a second term, has resigned his position to take charge of the city schools of Indianapolis, Ind., and that the gentleman above named has been appointed by the governor to fill the unexpired portion of Mr. Tarbell's term. He has been for some time superintendent of the schools of Saginaw.

MINNESOTA.

STATISTICAL SUMMARY.

	1875–'76.	1876–'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5–21)	228, 362	*a*238, 362	10, 000	....
Enrolled in public schools	151, 866	162, 551	10, 685	....
Average daily attendance	65, 384	....	....	....
Children in other schools	*a*10, 000	*a*9, 500	....	500
SCHOOL DISTRICTS AND SCHOOLS.				
Number of common school districts	3, 515	3, 628	113	....
School rooms for study	3, 329	....	....	....
School-houses	3, 119	3, 141	22	....
Average time of school in days	100	104	4	....
Valuation of school-houses and sites	$2, 763, 463	$2, 982, 516	$219, 053	....
TEACHERS AND THEIR PAY.				
Number of men teaching	1, 487	1, 711	224	....
Number of women teaching	2, 916	3, 031	115	....
Whole number	4, 403	4, 742	339	....
Average monthly pay of men *b*	$34 80	$36 75	$1 95	....
Average monthly pay of women *b*	29 10	28 31	....	$0 79
INCOME AND EXPENDITURE.				
Whole receipts for public schools	$1, 517, 236	*c*$1, 181, 327	....	(*d*)
Whole expenditure on these	1, 517, 236	1, 181, 327	....	(*d*)
STATE SCHOOL FUND.				
Amount of available school fund	....	*a*$3, 378, 569	....	....
Whole estimated amount	$10, 000, 000	12, 000, 000	....	....

a Estimated.

b The averages here given do not, it appears, include salaries of city superintendents or of principals receiving $1,000 and upwards, but relate mainly, if not wholly, to the pay of teachers in rural schools. In the graded school districts the average pay is said to be $40.85.

c In addition to the figure here given, about $128,000 of taxes are delinquent.

d The apparent decrease in income and expenditure is not given, as from the absence of local reports the figures of income and expenditure must be considered questionable estimates.

(From reports of Hon. D. Burt, State superintendent of public instruction, for the two years indicated.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State superintendent of public instruction* is appointed every second year by the governor, with the consent of the senate, for the general supervision of the public school interests, for holding county superintendents' meetings, State teachers' institutes, and normal training schools, and with the duty of making annual report through the governor to the legislature.

LOCAL.

A *county superintendent of schools* in each county having organized school districts is elected biennially by the people to examine and license teachers, hold yearly teachers' institutes, visit the schools once in each term, and make annual report to the State superintendent. In case of sickness, he may appoint a deputy for not more than 60 days' service in any year, paying him out of his own salary. An assistant, to be paid by the county for making annual visits to the schools, may be allowed him for 20 days by the county commissioners in any county with a hundred or more school districts.

A *board of trustees for common school districts* is formed at first by the election at the district meeting of a director for one year, a treasurer for two years, and a clerk for three years. It is continued afterward by electing at each annual district meeting a member in place of the retiring one. The board has general charge of schools and school-houses for the district.

A *board of education for an independent school district* of 500 or more inhabitants is formed at first by electing in like manner 6 directors for terms of one, two, and three years, and continued by electing thereafter 2 each year in place of the 2 retiring ones. Such boards ordinarily have graded school systems.

The clerks of both these classes of boards make annual report to the county superintendent.—(School laws of 1877.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

If the figures in the statistical summary can be relied on—and Superintendent Burt believes that they are accurate in the main as respects the enrolment in the schools, length of terms, number of teachers, schools, and districts, though uncertain in some other things—there has been improvement since the last report. A law of 1876 has been in force making the enrolment of pupils in schools with three months' terms the basis of apportionment of the interest derived from the State school fund. This has no doubt had a stimulating influence, and so the increased enrolment in the public schools has more than overtaken the estimated increase of children of school age, without counting the enrolment in private and church schools. Whether the addition of 22 new school-houses to those which had been previously built affords sufficient accommodation for the additional enrolment appears doubtful; but in many counties and graded school districts there has been evidently a considerable increase of accommodations as well as improvement in the condition of the schools. The number of teachers would seem to have increased in fair proportion to the increase of the pupils to be taught; but the superintendent, comparing this number with the number of the school districts, fears that it indicates a large amount of change of teachers during the year. The standard of qualification in the teachers appears from the county reports to be gradually rising, while meetings of teachers for mutual improvement and meetings of district officers for consultation as to school affairs indicate a disposition to improve. The statistics of graded schools presented in a table in the State report are much fuller and more satisfactory than heretofore, and 30 more graded school districts are included than in 1876. The State text book contract has been an element of disturbance in many quarters, and the financial statements, through faulty reports from county auditors, are far from being as clear and satisfactory as could be wished.

INEQUALITIES IN THE SCHOOL SYSTEM.

Superintendent Burt—while laboring earnestly to improve the schools in respect to thoroughness and efficiency and while meeting with some degree of success in this—finds on investigation that the requirement of the constitution which calls for "a general and uniform system" is unfortunately far from being observed. A tabulated statement prepared by him from statistics furnished by the State auditor shows inequalities (1) in the size of districts, which varies from 1½ sections to 39½ sections;[1] (2) in the basis for taxation, this ranging from $56,000 of valuation down to $10,000 or even less; (3) in the results of the required taxation for school purposes, which taxation, because of the inequality in the basis, yields districts from $100 down to $12 for their schools; (4) in the special optional taxation, where three or four counties come up to the extra-legal figures of 11 mills on the dollar, while one of the oldest in the State reaches only an average of 2.46 mills; (5) in length of school term, about 900 districts having only 3 months of school in a year, 300 having 5 months, 700 having 6 months, and more than 100 from 9 to 10 months; (6) in the number of pupils to a school, the average in somewhere near one hundred schools being 70; in a few counties, over 50; in several, less than 25; in many, only from 15 to 20; and in numerous schools in most counties, not going beyond 10.

There being, of course, no necessity for such inequalities, the superintendent looks around for the means of remedying them to some extent. He finds these means in two possible things: first, in the plan of making a township the smallest limit of a school district, and letting a board of trustees chosen for the whole township decide how many schools are needed and where they should be placed, an arrangement which has worked very well elsewhere;[2] next, in a system of taxation and distribution, also found to work well elsewhere, by which the ordinary taxation for school purposes goes into the State treasury and is distributed equally throughout the State on the basis of school population, enrolment, or average attendance. He thinks the people can have one of these systems or both by making a sufficiently loud call.—(Report.)

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[1] The greatest variation is shown in the two numbers given, except that in the county of Crow Wing the 2 school districts contain 249 sections each.

[2] A strong plea for this system in preference to the petty district system is presented in a paper read by Professor D. C. John, of the Mankato Normal School, before the State Teachers' Association, and summarized by Mr. Burt in his report.

CHANGES IN THE SCHOOL LAW.

In a revision of the school law, made in 1877, the following alterations were introduced: (1) The time for the annual school meeting was changed from the first Saturday in October to the first in September, to enable the new trustees then elected to unite with the older members in making seasonable arrangements for the winter schools and to give leisure for getting into proper shape the reports required to be made by district clerks to county superintendents after presenting the substance of them at these meetings. (2) Clerks are by the new law allowed pay, at the rate of 2 per cent. on the cash disbursements of the year, for making accurate and timely reports to their county superintendents; formerly they were liable to a fine of $50 for neglect of this duty, without any encouragement in the performance of it. (3) As in other States having school funds derived from congressional land grants, the current income of such funds is now ordered to be used only to pay the wages of teachers, it having been before often diverted to other purposes, such as building and repairs, even at the expense of shortening the term of schools and of engaging for the shortened terms the cheapest teachers, who are likely to prove the poorest. (4) County superintendents, who in most counties were appointed by the county commissioners on evidence of their high moral character and literary attainments, may now be chosen by the people, without any requirements as to moral or literary qualifications. (5) To secure more complete visitation of schools in large counties, the superintendent of any county with 100 or more school districts is now allowed an assistant appointed by himself, with the consent of the county commissioners, for 20 days' service at the beginning of each school term, such assistant to be paid by the county at the rate of $3 a day. (6) To the qualifications for a first grade teacher's certificate has been added a knowledge of civil government and natural philosophy; to those for all grades, a knowledge of the elements of hygiene and an ability to impart oral instruction in other language than that of the text books. Three other slight changes have little more than local interest.—(State report for 1876-'77.)

GRADED SCHOOLS.

Graded schools are reported in 61 cities and villages, having 528 instructors, a total enrolment of 30,566, and an average daily attendance of 19,519. The average length of the school year in the schools tabulated (more than 580) was 8.8 months. Eleven cities hold their schools 10 months in the year, 31 cities and villages 9 months, and in only 6 districts is the time less than 8 months.—(Report of State superintendent, 1876-'77.)

THE CONTRACT FOR TEXT BOOKS.

The current sentiment respecting the present law for supplying text books through one contractor for the whole State is probably indicated in a resolution passed at the meeting of the State Teachers' Association, at Mankato. This resolution expresses the belief that the arrangement "not only unnecessarily contravenes well established laws of trade, but is sumptuary in its character and antagonistic to the spirit of the age and the genius of republican institutions."

For these and other reasons—such as the impracticability of the plan, the lack of a sound financial basis, and the hindrance to school work from the want which it has caused of a regular supply of books—the association respectfully asked the legislature to repeal the law and reimburse the contractor for any loss which such repeal might occasion.—(State report, 1877.)

CITY SCHOOL SYSTEMS.

OFFICERS.

St. Paul has a board of education composed of 3 school inspectors from each ward, one-third changed annually. Of the composition of the boards in other cities under special charters no certain information is at hand. In independent districts, under a general law, there are 6 directors in the board, subject to one-third annual change. All the places here named had superintendents in 1877.

STATISTICS.

Cities.	Enrolment.	Daily average attendance.	Teachers.	Cost of school buildings.
Mankato	1, 148	721	21	$32, 700
Minneapolis	3, 607	2, 499	75	120, 000
Minneapolis (eastern division)	1, 169	774	20	70, 800
Red Wing	1, 180	791	21	30, 000
Rochester	1, 163	824	19	95, 000
St. Paul	4, 316	2, 900	75	321, 607
Winona	1, 820	1, 260	30	128, 460

The statistics here given are from a table in the report of the State superintendent, which contains no note of the population of each place or of the number of youth of school age.

ADDITIONAL PARTICULARS.

Mankato established during the year in her high school a mineralogical cabinet well supplied with specimens of ores and minerals, and hung a set of large wall maps in each of her 3 school buildings. Besides yearly examinations by the superintendent for class promotion, there are written examinations once a month. Pupils falling below a standing of 75 per cent. for two consecutive months are put back one grade.—(State report, 1877.)

At *Minneapolis* a new stone building for the high school has been erected at a cost of $35,000, besides a new ward school costing $18,000. In addition to the regular teachers, 3 supernumeraries were employed in 1877 to do substitute work for absent teachers and undergo a preparation which will enable them to step into the regular ranks. The course of study was modified, fewer text books being used and more oral instruction given. Written examinations were held every seven weeks, and were made the basis of promotion. An average of 90 per cent. on two such examinations carried the pupil up to the next grade.—(State report, 1877.)

Minneapolis (eastern division) reduced in 1876–'77 her school course from 11 to 9 years, by omitting the last two years on the ground of the crowded condition of her school buildings and the fact that the instruction for those years could be obtained in the preparatory department of the State university, near at hand. Essentially the same rules for promotion prevail as at Winona, the consent of the superintendent, however, being necessary in each special case and in the first 3 grades.—(State report, 1877.)

Red Wing holds written examinations every 6 weeks as tests for promotion, individual promotions being provided for at the end of any school month and class promotions at the end of the school year. By transferring to the high school the pupils of the upper grammar grade who had been engaged in high school studies, the enrolment in that school was increased from 34 to 69. Four young men from this school were admitted to the university in the autumn of 1876.—(State report, 1877.)

Rochester reports that it is the purpose of her high school to prepare students for a collegiate course, and that some six or eight of the graduates intended to pursue such a course.—(State report, 1877.)

At *St. Paul*, besides the enrolment above given, there appear from a return to be 2,500 in private and parochial schools. In the public schools the system is to have small classes and brief recitations, partly with a view to greater life and partly to give opportunity for better judgment of individual capacities and acquirements. The method is found to work well, improving attendance, stimulating ambition, elevating the standard of scholarship, and enabling quick and active minded pupils to advance more rapidly in each study and through the several grades.—(State report, 1877.)

Winona assigns one year for each grade and makes regular promotions at the close of the summer term; but, if any pupil can do the required work in less time, he may be promoted on special examination if found qualified for the next higher grade. With this exception, promotions are made by classes, based on the class standing and the monthly and yearly examinations.—(State report, 1877.)

THE TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

Among other things which indicate improvement in the three State normal schools at Winona, Mankato, and St. Cloud are the facts that the admission has been raised; that there has been a weeding out, to some extent, of unpromising and unprofitable pupils; and that, through studied elimination of preparatory work, the authorities are able to devote their strength more fully to proper normal work.

Pupils in the preparatory department at Winona are now charged tuition, it being held unfair to impose upon the normal school gratuitous work which belongs properly to the common schools. Under this rule the number of preparatory pupils has considerably decreased, and the principal believes that the necessity for the existence of such a department will probably soon cease. The other schools are aiming in the same direction. At St. Cloud the lower preparatory class has been dropped and the model department (a pay school of ordinary grades) made to accommodate all of this class who remain. At Mankato essentially the same thing has been done, and the normal work hence goes forward with increased force and vigor.

Among the results of thus reducing the preparatory work, a higher culture in the public schools of places which supply normal students is anticipated, as such schools will have the preparation of pupils for the normal schools thrown on their hands, and must bring them up to the advanced requirements. It is hoped, too, that through the devotion of more time to strictly normal students a higher scholarship will appear in the upper classes of the normal schools, and that it will be possible also to secure students for a more advanced normal course. Such a course, it appears, has been planned in all the three schools, including elementary Latin as necessary to a thorough understanding and analysis of English, and also such higher branches as are required to be taught in the upper departments of graded schools and in high schools. The announcement that such a course is contemplated is said to have already attracted to the schools a class of pupils whose influence on those below them is likely to be elevating.

Nor is the above the only gain secured or anticipated from the changes made. With a higher course of study and a cutting down of preparatory work, it becomes possible to decrease the number of classes and to graduate but a single class each year. There may thus be a smaller proportionate teaching force, and yet, through having the pupils longer under hand, a greater thoroughness.

The statistics for the year 1876–'77 in the three schools were as follows: At Winona, normal pupils, 221; average attendance, 171; at Mankato, normal pupils, 175; average attendance, 114; at St. Cloud, 145 normal pupils and 101 in average attendance; total enrolment, 541; total average attendance, 386; graduates, 84. The total number of graduates from all the three since their establishment has been 548, of whom 205 were teachers in the schools of the State in the year covered by the report, while 614 others who had received some training in these institutions were also thus engaged.—(State report, 1877.)

OTHER NORMAL TRAINING.

Several of the graded schools and high schools are reported to be giving instruction preparatory to teaching and to be furnishing considerable numbers of teachers for the lower schools. The Gustavus Adolphus College, at St. Peter, also reports a normal course of 4 years, conducting pupils through the ordinary high school studies and reviewing common branches with special reference to methods of teaching, besides instructing in the theory and practice of teaching. Then, too, in the Minneapolis Business College a teachers' training class lasting 3 months was held in the summer vacation of 1877, with, it is said, "gratifying success." The county superintendent states that a number of old teachers were in attendance, and that at the fall examinations he noticed a marked improvement in their attainments.

TEACHERS' INSTITUTES.

Through an arrangement with the normal schools, the faculties of the latter, as in a previous year, were engaged to furnish the State superintendent in the spring with a teaching force equal to the service of one teacher from each school for six weeks; and, in the autumn, with as many weeks of such service as could be rendered without detriment to the interests of the schools. Under this arrangement, institutes covering 19 weeks in the spring and several others in the autumn were held in 16 counties, with a total attendance of more than 1,200 teachers. The saving to the State by this plan was about $500, while the gain to the teachers from having thorough normal instruction from trained experts must have been very great.—(State report, 1877.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Superintendent Burt, in his report on the graded school system of the State, enters into an argument in favor of a high school as the proper culmination of each set of graded schools, where possible, and shows in various striking lights the weakness of the current objections to high school training. "The high school," he says, "may educate a small percentage as compared with the pupils of the primary school, and still be a necessary agent in the system, reflex in its influence on the schools below it, elevating their scholarship, inciting their pupils to high endeavor, and furnishing to the aspiring and energetic a culture without which their intellectual progress would have to be arrested at a very early stage." In his judgment, "their influence in a system of public culture is indispensable. Without them the primary schools would have no standard above themselves at which to aim, and the three R's would be too superficially learned for any valuable results. We cannot," he says, "incur such consequences; we can better afford to support our schools for higher learning with a liberality that shall give them their best possible influence as the strength and the glory of our public school system."

In a table illustrative of the graded school system and embracing its chief statistics, he gives 3,953 as the number of pupils in the "highest schools," 372 as having completed its course, and 119 as completing it in 1877. As some of the "more than 580 schools" included have only two or three grades, it is hardly to be supposed that the "highest school" is always a high school or that all the 3,953 pupils above given are of high school grade, though probably the greater portion of the other two numbers were high school students.

The high schools of St. Paul, Minneapolis, and Winona were the only ones in which Greek was taught in 1876–'77, the pupils in Greek numbering 46. Other schools had it in their printed courses, but had no students desiring to take Greek. The schools having pupils in Latin were 22 and the total of Latin scholars 444. In some of these schools Latin is taught to only a limited extent; but five or six have a sufficiently extended course in it to prepare for the freshman class in college, while in the three schools teaching Greek Mr. Burt says that pupils may be thoroughly fitted in languages and mathematics for any of the colleges. He thinks that under proper encouragement more of the high schools might be made to prepare students for a scientific course with Latin.—(Report, 1877.)

OTHER SECONDARY SCHOOLS.

For statistics of reporting business colleges, academic schools, and preparatory departments of colleges, see Tables IV, VI, and IX in the appendix, and summaries of these in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

For full statistics of the University of Minnesota and the other institutions under this head reporting for 1877, see Table IX of the appendix, and for a summary of these see the Report of the Commissioner preceding.

The departments which have thus far been organized in the Minnesota State University are the collegiate or elementary department, and the colleges of agriculture, of mechanic arts, and of science, literature, and the arts. The "collegiate department" is introductory to the permanent colleges of the university, and comprises 3 courses of study, the classical, scientific, and modern. It includes, together with the work of the freshman and sophomore classes of the ordinary college course, the remainder of the old preparatory department, so long as any may be retained. One year of preparatory work has been already dropped, and others will be discontinued as soon as practicable. This arrangement of departments emphasizes and formulates the growing tendency of American colleges to make the close of the second or sophomore year a branching point for certain professional or technical courses and for the introduction of optional studies. The high schools and other preparatory schools of the State are thus invited to extend their work substantially up to the junior year. When this shall have been generally done, the university, as provided by law, will dispense with the whole of the department of elementary instruction and will extend the means for graduate study.

The college of science, literature, and the arts presents, likewise, 3 courses of study, one in arts, one in science, and one in literature, leading, respectively, to the degrees of A. B., S. B., and B. L. Masters' degrees in science, literature, and the arts are conferred on all bachelors of this or other reputable colleges, who, not sooner than two years after graduation, pass an examination on some prescribed line of classical, scientific, or literary study and present a satisfactory thesis.

There was an attendance of 304 students in the university in 1877, of whom 138 were in preparatory and 59 in special studies.—(Calendar, 1876–'77.)

SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Two chartered institutions exclusively for young women, *St. Mary's Hall*, at Faribault, and the *Minneapolis Female Seminary*, report an attendance, respectively, of 103 and 50 students. The number of these pursuing regular collegiate courses at St. Mary's is not given. At the other, it is reported to be 44. Music, drawing, French, and German are taught in both, with painting also in the former. St. Mary's Hall has, too, apparatus for the illustration of chemistry, a cabinet of natural history, and an astronomical observatory, which the Minneapolis Seminary still lacks. Both have libraries, numbering, respectively, 500 and 600 volumes.—(Returns.)

For full statistics, see Table VIII, and summary of this in the Commissioner's Report preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *College of Agriculture of the State University* offers in the order of their importance (1) an advanced or university course of 2 years, based on the scientific course of the collegiate department and leading to the degree of bachelor of agriculture; (2) an elementary course, which substitutes natural sciences and practical instruction for languages and mathematics in the latter part of the course; and (3) special courses, which any person who can read and write the English language may enter without examination.

The *College of Mechanic Arts of the State University* provides 3 advanced or university courses covering 2 years, based on the scientific course of the collegiate department. These lead to degrees in civil engineering, in mechanical engineering, and in architecture. Applicants who have completed the scientific course of the collegiate department are entitled to admission to the junior class without further examination; others must pass satisfactory examinations in all the studies of that course.—(University Calendar, 1876–'77.)

Carleton College, Northfield, appears to have enlarged in 1877 its scientific course into a scientific department, with an additional endowment of $20,000 for physical science, and with considerable enlargement of its geological and mineralogical cabinet, as well as of its apparatus for illustration of chemical, physical, and anatomical studies.—(Catalogue for 1877–'78.)

THEOLOGICAL.

The institutions for theological instruction in this State are the *Seabury Divinity School* (Protestant Episcopal), at Faribault, the *Augsburg Seminarium* (Evangelical Lutheran), at Minneapolis, and *St. John's Seminary* (Roman Catholic), at St. Joseph. For statistics, see Table XI in the appendix, and the summary of it in the Report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The Minnesota Institution for the Education of the Deaf and Dumb and the Blind reports an attendance in the department for the deaf and dumb of 101 pupils, and in that for the blind of 19. The deaf and dumb are instructed during 5½ hours each day in the common school branches, ease and accuracy in the use of the English language being chiefly aimed at. Three and a half hours daily are spent in the workshops, where coopering, shoemaking, tailoring, printing, and sewing are taught. The class in articulation has made marked progress in lip reading and articulate speech, composed as it is of pupils who have had their hearing long enough to gain some knowledge of spoken language. The number of pupils who are proper subjects for this class is increasing.

The blind pupils have received instruction in reading, spelling, music, mental arithmetic, practical arithmetic, geography, English history, United States history, and in writing with lead pencil and in Braille point.

It is estimated that there are not less than 100 deaf and dumb and blind children in the State who are not yet under instruction.—(Report, 1877.)

EDUCATIONAL CONVENTION.

MINNESOTA STATE EDUCATIONAL ASSOCIATION.

The annual meeting of this association was held at Mankato, August 28–30, 1877. The State superintendent reports that the attendance was large and the discussions and papers of unusual interest. In reference to an expressed wish that all the papers should be published in his report, Superintendent Burt explains that their length is such that space could not be given them, but that he made an exception in favor of two very valuable papers, of which abstracts are presented. These are "The recitation and its object," by Miss A. Abbott, and "Method of teaching history," by Miss E. A. Wheeler.

Further details of the proceedings are given in a partial report of the meeting published in the Educational Weekly. This states that there was a much larger attendance than has characterized these meetings for several years; the very best educators appeared in force; able papers were presented on live topics, and these brought out interesting discussions. Among the papers the following are mentioned: "At what age should children be admitted to the public schools?" by Mr. Bond, of St. Paul; "The elements of religion in common schools," by Superintendent G. C. Tanner, and one by Mr. Woodman, of Minneapolis, on "Free text books;" that is, books owned by the district and loaned to the children, a system favored and demonstrated to be beneficial, economical, and feasible.

Mr. Bond argued that the school law now makes the age of attendance too early (5 years), that the primary schools are thus made nurseries, and that it would be wise to change the law and put the age of admission at 7.

Mr. Tanner held that a sense of responsibility for character and actions, an idea of right and wrong, and a regard for the sacred majesty of law must be cultivated in the schools, or the foundation of good discipline and conscientious devotion to duty will be wanting.—(State report, 1877, and Educational Weekly, September 20, 1877.)

CHIEF STATE SCHOOL OFFICER.

Hon. **David Burt**, *State superintendent of public instruction, St. Paul.*

[Second term, 1877-1879.]

MISSISSIPPI.

STATISTICAL SUMMARY.

	1875–'76.	1876–'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (5–21)	171,062	150,504	....	20,558
Colored youth of school age	184,857	174,485	....	10,372
Whole number of school age	355,919	324,989	....	30,930
White youth in schools	76,026	84,374	8,348	....
Colored youth in schools	90,178	76,154	....	14,024
Whole number in schools	166,204	160,528	....	5,676
Average monthly enrolment, white	65,384	63,943	....	1,441
Average monthly enrolment, colored	68,580	55,814	....	12,766
Whole average enrolment	133,964	119,757	....	14,207
Average daily attendance, white	No report.	52,672	....	....
Average daily attendance, colored	No report.	44,627	....	....
Whole average attendance	No report.	97,299	....	....
SCHOOLS.				
Average term, in days, in country	80	77	....	3
Average term, in days, in cities	175	200	25	....
Average term throughout the State	100	No report.	....	....
TEACHERS AND THEIR PAY.				
Number of white teachers	1,973	2,669	696	....
Number of colored teachers	1,005	1,459	454	....
Average monthly salary paid	$39 87	$29 19½	....	$10 67½
INCOME AND EXPENDITURE.				
Whole reported school income	$441,423	$496,987	$55,564	....
Whole reported expenditure for schools	417,760	481,215	63,455	....

(From reports of Hon. Joseph Bardwell, State superintendent of public education, for 1876 and 1877; the former, however, embracing full statistics from only 50 counties out of 75, and the latter from only 65. The items of income and expenditure are for the public schools alone, not including the normal schools or universities receiving appropriations from State funds. Through a change introduced in 1876, making the school and calendar years synchronous, the figures in the second column probably cover 15 months; hereafter they will cover the period from January 1 to December 31.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

For "general supervision of the common schools and of the educational interests of the State," a *State superintendent of public education* is elected every fourth year, at the same time and in the same manner as the governor.

"For the management and investment of the school funds under the general direction of the legislature and to perform such other duties as may be prescribed by law," there is a *State board of education*, composed of the secretary of state, the attorney general, and the State superintendent of public education.

LOCAL.

A *county superintendent of public education* for each county[1] is appointed biennially by the abovementioned State board with the consent of the senate, on the certificate of a county board of examiners appointed to examine all the candidates for the office that the one chosen has the requisite educational qualifications, is of good habits and character, and possesses executive ability. He is to examine and license teachers for the public schools, visit these schools at least once in each term, make annual report of them to the State superintendent, and report to the State auditor the number of educable children in his county and to the State board the condition of the school lands and school funds.

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[1] A county is the ordinary school district in Mississippi; an incorporated city with more than 3,000 inhabitants forms a separate school district; townships or towns and cities with less than 3,000 inhabitants appear to be the customary subdistricts. Formerly there was a board of school directors for each county; but in 1873 this board appears to have been abolished, and its duty of looking after school lands and school funds transferred, as respects county districts, to county supervisors and county superintendents, and as respects town and city districts to the mayor and aldermen of such districts.

In each incorporated town or city with 2,000 or more inhabitants, the qualified voters elect annually 2 trustees for each ward. In towns and cities with less than 2,000 inhabitants the mayor and aldermen appoint annually a board of 3 trustees, who form a *board of school trustees.* To form such a board in a rural subdistrict, the patrons of the schools who have the qualifications of voters elect annually 3 trustees to serve till the next election. These boards employ teachers and look after the local interests of the schools.—(School laws, 1876.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

In his report for 1877, Dr. Bardwell (filling the place of State superintendent for a part of the unexpired term of Mr. Cardozo, who resigned in 1876) expresses the opinion that the school system is, on the whole, improving; that the prejudice against it once existing is now largely worn away; that the great masses of the people of the State, without distinction of race or party, have become fast friends and supporters of free schools; that, notwithstanding a large school debt entailed on many of the counties from the past, the average rural school term reached 77 days in the rural districts reporting, while in towns and cities it was 200 days, or 10 school months; that in most of the indebted counties the school debt has been greatly reduced and in some entirely liquidated; and that thus the school system of the State is now nearer a cash basis than at any preceding time since its inauguration. To effect this last improvement it has been necessary, in some places, to consolidate two or more contiguous schools into one, reducing thus the number of teachers; while, for the same end, a general reduction in the salaries of teachers has been made. The former movement, however, it is hoped, may be of only temporary necessity; the latter, it is believed, will still leave the teachers more productive means than formerly, because of the increased value of the school warrants in which they are too generally paid. The apparent reduction in the number of children of school age and in the enrolment of colored children in the schools, Dr. Bardwell thinks, is not representative of the real fact in either case, but is rather due to a neglect in certain districts to make proper returns.—(State report for 1877.)

CHANGES IN THE SCHOOL LAW.

No changes in the school law were made by the last legislature, but Dr. Bardwell recommends that there should be a consolidation of the present school law, repealing what is defective and practically obsolete and supplying what is needed to give greater coherence and efficiency to the school system, and that there should be an amendment of the law (1) increasing the present very limited salaries of county superintendents, and in connection with such increase imposing on them the duty of visiting and personally inspecting all the schools of their respective counties; (2) instituting a system of graded schools with three grades instead of the present two, and with higher salaries for teachers of the first grade than the $40 monthly which is the present legal maximum, that the best teaching talent possible may be secured; (3) determining the now undefined term of service of the county boards of examiners, and making them certify under oath as to the qualifications of applicants for the county superintendency; (4) removing from county supervisors and city boards of mayor and aldermen the question of raising a tax for public schools (except as respects special increase of school revenues) and letting the legislature determine by law what tax shall be regularly levied.—(Report for 1877.)

CITY SCHOOL SYSTEM.

VICKSBURG.

Officers.—A board of trustees of 2 members for each ward, with a city superintendent of schools.

Statistics.—Estimated population, 11,000; youth of school age (5–21 years), 2,400; enrolled in public schools, 1,450, besides 300 in private and parochial schools; average attendance, 1,074; school buildings, 3; school rooms, 21; sittings, 1,090; schools, primary, grammar, and high; teachers, 23; expenditures for school purposes, $17,140.—(Return from Superintendent C. E. Bent for 1877.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The State report for 1877 gives 95 as the aggregate enrolment in the State Normal School at Holly Springs and 89 as the average attendance. A return states that there were no graduates for that year. A letter accompanying the return says that on account of the smallness of the appropriation the school cannot get a library of even much needed books of reference, or have a chemical laboratory, apparatus for illustrating physics, needful maps, charts, and globes, or means to aid in teaching drawing. Drawing is taught, however, though without important helps, and instruction in vocal and instrumental music is also given.

In the normal department of Tougaloo University, the State authority gives 106 as the enrolment for the year and 50 as the average attendance, while a return says that there were no graduates. The inference is that in both schools the greater portion of the students enter for only short terms and go out to teach before the completion of full courses. Drawing is not taught at Tougaloo, there being little need of it in the colored schools for which the students are preparing; but vocal and instrumental music is taught and there are some means for illustrating both chemical and physical studies. Each institution has a model school connected with it.

There appears to be danger of the loss of the State appropriation, made annually to Tougaloo since 1874, because of a conflict of authority as to the appointment of teachers between the American Missionary Association, which established and has largely sustained the institution, and the board of trustees appointed for it by the State.

OTHER NORMAL TRAINING.

The school law requires that a teachers' institute of at least two weeks' duration shall be held annually in each of the six congressional districts of the State under the control of the State superintendent, aided by an experienced educator and an assistant skilled in the work of training teachers — all teachers attending to have their salaries continued. There is, however, no note in the State report of such institutes having been held.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The present school law recognizes only two grades of schools and does not explicitly refer to high schools, nor does the State report say anything about them. There is reason to believe, however, that they exist to some extent throughout the State, sustained in part from county school funds, perhaps also in part from tuition fees for studies not recognized by the school law. But, except of the high school of Vicksburg (with four rooms for study and recitation, but without note of the number of teachers or pupils), there is no official information, unless the university high school, mentioned further on, be considered a public high school.

OTHER SECONDARY SCHOOLS.

For statistics of a business college and 12 academic schools reporting for 1877, see Tables IV and VI of the appendix, and for preparatory departments of colleges and universities, Table IX, together with the summaries of these tables in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

For full statistics of institutions of this class reporting for 1877, see Table IX of the appendix, and for a summary of this, see the Commissioner's Report preceding.

At the University of Mississippi, the State institution for superior instruction, the plan embraces three general departments, one of preparatory education, one of science, literature, and the arts, and one of professional education. The first of these three consists of a university high school, in which are taught the branches of study preliminary to the university courses, viz: English, Latin, Greek, and mathematics, together with a course of commercial science, including penmanship and book-keeping. In the science, literature, and art department there are three undergraduate courses, one leading to the degree of bachelor of arts, one to that of bachelor of science, and one to that of bachelor of philosophy, the first and second of 4 years each, with certain fixed studies, the third elective as to the studies to be pursued, but necessarily embracing those of 7 out of 9 lines of study indicated. Six graduate courses of study, leading to the degree of master of arts, are also presented; while to secure the degree of doctor of philosophy the candidate must show that he has successfully pursued the course for bachelor of arts, or that he possesses an equivalent amount of knowledge, with special proficiency in any three departments of knowledge. He must also present a satisfactory dissertation on some subject of original research connected with one of these departments. The department of professional education embraces at present only a school of law, for which see Scientific and Professional Instruction, below. For the fall term of 1877 there were reported 174 collegiate undergraduates and 6 graduate students; while at the commencement in that year 4 received the degree of B. A., 1 that of S. B., and 1 that of PH. D. (honorary), besides 5 that of D. D.— (Catalogue for 1877-'78 and return.)

COLLEGES FOR WOMEN.

For statistics of these, see Table VIII of the appendix, and a summary of it in the Report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

In the *School of Agriculture and the Mechanic Arts* connected with the State university the catalogue for 1876-'77 shows a 4 years' course of study, in which agriculture is taught as a profession requiring varied knowledge and a liberal education. The catalogue says that the course is intended not to turn out mere apprentices to the art, but, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts; and that applicants for admission are to be examined in the common English branches, in algebra through equations of the first degree, in elementary geometry, and in bookkeeping. In the catalogue for 1877-'78, this whole announcement disappears, without any note of the reason for such disappearance.

THEOLOGICAL.

The *Bishop Green Training School*, Dry Grove (Protestant Episcopal), is both a mission and a training school. As a missionary enterprise, it supplies an otherwise destitute neighborhood with preaching; as a training school, its aim is not to teach the round of the sciences, but to give training and discipline for the work of the ministry. The average attendance of students during the year 1876-'77 was 12; of these, however, a number were simply preparing for theological study.— (Return and report for 1877.)

LEGAL.

The *Law School of the University of Mississippi* has 1 professor and 6 lecturers and a course of one year, the trustees having in 1872 dispensed with the necessity for a 2 years' attendance. There appears to be no preliminary examination and a student may enter at any time. Text books are said to be the chief means of instruction, and every student is examined daily on his day's reading, with explanation of those points which he is found not to understand sufficiently. The diploma of the school is made by statute a license to practice law in any court in Mississippi.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Mississippi Institution for the Education of the Deaf and Dumb, at Jackson, reports an attendance of 50 pupils, 25 of each sex, who are taught reading, writing, grammar, history, physical geography, the Bible, lip reading, and articulation. The State gratuitously provides board and tuition for these children, clothing also for the indigent.— (Return and report, 1877.)

EDUCATION OF THE BLIND.

From the Mississippi Institution for the Blind, also at Jackson, no report has been received.

EDUCATIONAL CONVENTIONS.

MISSISSIPPI EDUCATIONAL ASSOCIATION.

At a meeting held in the senate chamber at Jackson, August 8, 1877, for the purpose of organizing a State teachers' association, General Stewart, of the University of Mississippi, was made chairman. A committee on drafting a constitution reported one which made the name of the body that above given, provided for an annual meeting, and for annual committees on common schools, higher education, normal schools, &c. The reported plan, with these and other provisions, was adopted, officers were chosen, and committees appointed. Oxford was selected as the place for the next meeting, and the time for it fixed as June 28, 1878.

The committee on common schools reported in favor (1) of repealing the present school law; (2) of recommending a poll tax of $2 for school purposes; (3) of making the school system a unit (*i. e.*, that there should be common schools and a high school in each county, continuing for 9 months in the year, to prepare boys for the university); (4) of grading all common schools; (5) of better salaries for the principals of schools with 2 teachers than the present law would allow; (6) of fuller compensation for county superintendents; (7) of having 3 grades of teachers, with salaries proportioned to grade. All these resolutions were carried. A committee on changing the mode of choosing a State superintendent reported in favor of making both the offices of State superintendent and of member of the State board of education appointive instead of elective. The report was accepted, and the association, or the executive committee of the association, was directed to make the recommendation for these appointments. The Eclectic Teacher and Southwestern Journal of Education, of Kentucky, was adopted as the official organ of the association. After receiving a report on higher education recommending the establishment of county high schools as tributaries to the university, and appointing a committee to memorialize the legislature on the subject, the association adjourned.—(Published proceedings.)

CHIEF STATE SCHOOL OFFICERS.

Hon. J. A. Smith, *State superintendent of public education, Jackson.*

STATE BOARD OF EDUCATION.

[Term, January 1, 1878, to December 31, 1881.]

Members.	Post-office.
Hon. Kinloch Falconer, secretary of state	Jackson.
Hon. T. C. Catchings, attorney general	Jackson.
Hon. J. A. Smith, State superintendent of public education	Jackson.

MISSOURI.

STATISTICAL SUMMARY.

	1874–'75.	1875–'76.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Persons of school age (5–21 for 1874–'75 and 6–20 for 1875–'76).	738, 431	725, 728	....	....
Youth attending public schools........	394, 780	*a*394, 848	*a*68	....
Average daily attendance	192, 904	*a*181, 432	....	*a*11, 472
SCHOOLS.				
Public schools for white children.....	7, 061	7, 257	196	....
Public schools for colored children....	326	338	12	....
Average duration of school in days...	99	60	....	39
TEACHERS AND THEIR PAY.				
Men teaching	5, 904	5, 904	....	....
Women teaching	3, 747	3, 747	....	....
Average salary of men	$38 00	....	....	....
Average salary of women	29 50	....	....	....
Average monthly pay	....	$30 00	....	....
INCOME AND EXPENDITURE.				
Whole receipts for public schools.....	$3, 013, 595	*b*$1, 773, 465	....	$1,240, 131
Whole expenditure for public schools.	No report.	2, 374, 961	....	....
STATE SCHOOL FUND.				
Available principal July 1, 1876	....	$2, 910, 294	....	....
Whole estimated amount of fund.....	$7, 248, 535	7, 300, 804	$52, 269	....

a Estimated. *b* Several counties did not report; total, about $2,000,000.

(Reports and returns of Hon. Richard D. Shannon, State superintendent of public schools, for the years indicated. No report or return has been received for 1876–'77.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State board of education*, composed of the governor, secretary of state, attorney general, and superintendent of public schools, has under the constitution of 1875 "the supervision of instruction in the public schools." The superintendent, who is elected, like the others, for a 4 years' term, is president and executive officer.

LOCAL.

County commissioners, chosen by the people for 2 years' terms, have the usual duties of county superintendents, but with such limitations both of these duties and the compensation for them as greatly to impair efficiency, except where counties vote to have them give their whole time to school work, in which case the duties are extended and the pay increased.

Boards of education of cities, towns, and villages, except such as have been organized under special laws, consist of 6 members chosen for terms of 3 years, one-third going out each year.

Directors of school districts composed of minor divisions of a county or township consist of 3 members chosen by the voters of the district for terms of 3 years, with change of one member yearly.—(Constitution and school law of 1875.)

ELEMENTARY INSTRUCTION.

NO STATE REPORT.

A recent letter from State Superintendent R. D. Shannon contains the following: "I regret to say that the appropriation for executive printing having been exhausted, my report for last year was not printed, and will not be, unless included by the legislature in my next." This is the more to be regretted because Mr. Shannon had been endeavoring to collect for the report mentioned statistics not before presented respecting private and corporate schools of every grade and public and associational libraries. Apparently from discouragement at this disposition of what he had prepared for publication, the superintendent has furnished neither figures nor other information respecting the schools to the educational journal of his State or to the Bureau of Education.

GENERAL CONDITION.

The only authoritative information as to the condition of the schools in general for 1877 comes from the report of a committee appointed by the State Teachers' Association to report upon a course of study for the country schools. This report, published in February, 1877, intimates that there is a lack of comprehensiveness in the existing school system; an absence of any requirement for an annual register of admissions, withdrawals, and attendance in the schools; a consequent deficiency of accurate and full reports, and a want of records to show the character and quality of the school work. Then, going beyond such intimations, it says directly that "the country schools have been, and are now, systemless schools, each teacher being free to arrange his own course of study and programme of exercises, and deciding also what shall be taught, what slighted, and what omitted," and that, "owing to non-systematized work and effort, 50 per cent. of the entire school revenue is wasted in paying for aimless experimenting in the school room." To remedy this condition of things, it recommends that the school law be changed to require annual registers, examination records, full and regular reports, and give the State superintendent authority to oblige each county commissioner to furnish to the teachers of his county a course of study and programme of daily exercises recommended by the superintendent. A course and programme suggested by the committee are added.

KINDERGÄRTEN.

The schools of this class in the State appear to be all in St. Louis and its environs and to be comprehended in the school system of that city. The following information respecting them is gathered from the report of the school board and superintendent of St. Louis for 1876-'77.

There were 30 Kindergärten in operation during the year. Of those in operation, 14 held their sessions from 9 a. m. to 12 m. and 16 from 1.30 to 3.45 p. m. The morning and afternoon Kindergärten were held in the same rooms, but they enrolled separate lists of children, and with two exceptions were taught by different teachers. Only 32 of the 182 teachers engaged in this work received pay, the remainder teaching gratuitously for the sake of the experience to be gained in Kindergarten management. There were enrolled during the year 3,333 pupils, 1,827 boys and 1,506 girls, the average number belonging being 1,502 and average daily attendance 1,262; of these, 130 were in the fourth year of their age, 902 in the fifth, 1,448 in the sixth, 659 in the seventh, and 184 in the eighth; average age on entering, 5½ years. The expense for teachers' salaries was $13,500, an average for each scholar enrolled of only $4.05 a year, and for each belonging of only $9; while the average cost for tuition of pupils enrolled under the general system was $12.80 and of pupils belonging $18.04, so that here each Kindergarten child costs only in the proportion of one-third on the general enrolment and one-half on the number belonging to the schools. The cost of materials used in the occupations was met by a quarterly fee of $1 each, collected from all except the indigent.

In respect to the comparative standing of children who had been trained in Kindergärten and those who had not, after their entrance upon the primary schools, Superintendent Harris says the testimony does not entirely agree. He thinks this may be due in some cases to the inferior quality of the instruction given in the Kindergärten. Moreover, during the absence of Miss Blow in Europe the past year, less stress has been laid upon the "gift" lessons in some of the Kindergärten than upon the "occupations;" and this, as shown by the statistics, deteriorated the preparation for subsequent school work, the matter of skill in manipulation having been given the preference over theoretical ability in arithmetic. Miss Blow's pupils excelled in the primary schools because of the intellectual awakening given them in the mathematical exercises on the "gifts." "The gain in intellectual possessions for young children will not be so great as the training of the will to correct habits; the chief work of the Kindergarten is that which gives manual skill and dexterity, taste, and the amenities of life." Speaking of the educational results of the Kindergarten, Superintendent Harris discusses the relations of skilled and unskilled labor. He says the superior wealth producing power of skilled labor depends on the fact that its products are elaborated into forms of beauty and that they present greater complexity. Unskilled labor can do only the coarse work of getting out the raw material and preparing it for the first steps of usefulness. The trite remark that we pay for manufactures prices proportioned to the amount of brains mixed with them is true. If the Kindergarten occupations train the muscles of the child when supple in such a manner as to cause them to be obedient servants to the will, if they train the eye to accuracy and develop taste in the selection of shapes for realization, if the "gifts" develop an early and permanent tendency to mathematical operations, then the Kindergarten is admirably adapted to the purpose of commencing the education of an industrial people.—(St. Louis city report.)

CITY SCHOOL SYSTEMS.

OFFICERS.

A general law for cities, towns, and villages provides for the election of 6 directors of public schools in all such places as shall have adopted the law, one-third of such directors to be subject to change by new election each year following. These directors choose a president, secretary, and treasurer of their own number, the body thus organized forming a corporate board of education. Kansas City appears to have come under the provisions of this act, having a board of the number and organization indicated. St. Joseph, under a special act of 1860, amended in 1866, has a board composed of 2 members from each ward elected by the voters of the ward, with a president elected by the district at large. St. Louis, also under special act, has one composed of a single member from each of its 28 wards elected for terms of 3 years each, one-third going out each year. This board chooses a president from its own number, and, like the others, annually elects a superintendent of the city schools, who at St. Louis chooses 2 assistant superintendents.

STATISTICS.

Cities.	Estimated population.	Children of school age.	Enrolment.	Average attendance.	Teachers.	Expenditure.
Hannibal	12,000	3,306	1,877	1,299	28	$14,947
Kansas City	42,000	8,303	4,334	2,529	58	81,187
St. Joseph	25,000	6,822	3,514	2,417	[a]52	[a]53,194
St. Louis	482,000	146,000	[b]42,436	[b]27,581	[b]752	1,007,831

[a] In a written return the number of teachers is given as 54, and the expenditure is put at $51,073.

[b] Exclusive of 5,240 enrolled in evening schools, with 2,421 in average attendance under 118 teachers. All the figures for St. Louis are from the printed report for 1876–'77.

ADDITIONAL PARTICULARS.

Hannibal.—The figures above given are from a written return made by the secretary of the school board, no printed report having been received. The return gives 300 as the estimated enrolment in private and parochial schools, additional to that in public schools.

Kansas City.—There are 9 schools under the jurisdiction of the board, 1 high and 8 district schools, 1 of the latter for colored children. Number of school rooms owned by the district, 62; rented, 2. The district schools are classed as primary, intermediate, and grammar, the course in these grades covering 7 years, while the high school course requires 4. Notwithstanding a reduction of 2 years in the school age, which probably cut off 200 pupils, the enrolment was larger in 1877 than ever before. As an auxiliary to the school system, a library has been established, which now numbers about two thousand volumes and is rapidly increasing.—(Report for 1876–'77.)

St. Joseph.—The board owns 17 school-houses, containing 53 rooms. There were 16 schools open for the year, of which 1 was a high school and 2 were for colored children. The enrolment of colored pupils was 376, the average attendance 224. The percentage of attendance in all the schools, on the average number belonging, was 91; on the number enrolled, 69. The high school graduated its first class in 1868, and has since graduated 10 classes, numbering in all 134, 75 girls and 59 boys.—(Report for 1876–'77.)

St. Louis.—Adding the 5,240 pupils enrolled in evening schools to the 42,436 pupils in day schools, we have a total enrolment of 47,676 in all the public schools. Adding the 118 teachers in evening to those in day schools gives a total of 870 teaching public schools during the year. In the day schools the enrolment was 4,046 greater than during the year 1875–'76. The board of education has still to deal with the question of how to provide educational facilities for a school population which increases much faster than the income from taxable property. This increase of enrolment averages about three thousand a year. It has been far greater proportionally than that of the population; partly, it is thought, from the popularity of the schools and partly from the severe financial depression, which has caused parents to withdraw their children from private schools and send them to the public schools. The plan of half day instruction in the two lowest grades is suggested as a possible solution of the financial difficulty, a plan which, it is stated, would save as much annually as the proceeds of one-fourth of the city school tax, while materially improving the system. Children before the age of 13, Dr. D. F. Lincoln has urged, cannot profitably study more than half as long as men and women, and the most profitable arrangement of work for such children will restrict their study, in general, to 3 hours daily for the younger children and 4½ for the older. Nearly fifty-two per cent. of the entire number enrolled in the St. Louis city schools are in the two lowest grades. If they were provided for in half day sessions, it is estimated that a saving might be effected of $150,000 a year in the items of real estate and improvements, wages of teachers and janitors, fuel, and supplies; and it is not doubted that the pupils would make as rapid progress as now and assimilate what they learn far better, since what they lose in iteration would be more than made up by the keen grasp which a thoroughly rested mind gives to a subject. Some industrial occupation for children during the hours when not employed in study, it is suggested, should accompany such an arrangement. The question of industrial training, now rapidly assuming prominence among educators, may find its solution in some such plan as this. The difficulty, as Superintendent Harris says, is the practical one, how to do it. The trouble lies in finding suitable work and in holding the children with due strictness to the plan adopted.

It has been the policy of the board for some years to encourage the attendance of children under 7 years of age. The length of time spent in school in St. Louis is not so great as in most eastern cities. Some school populations get an average of 5 years' tuition, but here the time spent is barely 3 years, on an average. In 1876–'77 the children 7 years old and under comprised 34.4 per cent. of the entire enrolment, and 21.8 per cent. of the entire enrolment were under 7. About 8 per cent. of these last attended the Kindergärten.

The average cost of each pupil in the day schools, including the high and normal, was $20.19, based on the average number belonging; it was $14.33 based on the total enrolment, being a decrease for the year of about a dollar a pupil. This was secured by lowering the wages of inexperienced teachers for the first two years of service from $500 and $550, respectively, to $400 and $450. A reduction of 7½ per cent. in teachers' salaries has been decided upon for the ensuing year, to apply, however, only to salaries of $500 and upward. The superintendent thinks that the weight of reduction should fall chiefly on unskilled labor, that a premium may be offered for good work.

The number of children studying German in the public schools reached 18,727 in the year, of whom 12,787 were of German parentage. The necessity for this instruction grows out of the large number of Germans in the city and the need of training them under American influences.—(Report for 1876–'77.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

For full statistics of normal schools, see Table III of the appendix, and the summary of it in the Report of the Commissioner preceding.

The *Southeast Missouri State Normal School*, at Cape Girardeau, with 5 instructors and some student assistants, had 171 students in 1876–'77, 73 women and 98 men. There is an elementary course of study which covers 2 years and an advanced course of 2 years additional. Twelve graduates are reported for 1877, all but one from the elementary course; engaged in teaching, 3.—(Catalogue.)

The *North Missouri State Normal School*, at Kirksville, with 9 resident instructors and 20 "tutors," reports 592 normal pupils, 388 men and 204 women. There were 39 graduates in 1877; of these all but 6 engaged in teaching. The course of instruction covers 4 years.—(Circular and return.)

The *Northwest Normal School*, at Oregon, organized in 1876, in 1877 had 3 instructors and 110 normal students, 55 men and 55 women. The course of study covers 4 years. An appropriation of $1,500 was received from the city.—(Return.)

The *Collegiate Institute*, at Sedalia, opened in 1876, has primary, preparatory, commercial, collegiate, and normal departments, in which latter the attendance was 14, all women but 4. The aim of the normal department is to give a knowledge of the common school branches and instruction in the methods, theory, and practice of teaching, in school organization and school government, and in the elements of the natural sciences.—(Catalogue and return.)

The *College of Normal Instruction*, Columbia, reports 70 students, all of them men but 1; 10 instructors; and a 4 years' course of study.—(Return.)

Lincoln Institute, at Jefferson City, an institution opened for the colored race in 1866, had during 1877, under 6 instructors, an attendance of 122 students, of whom 69 were men and 53 women. Eleven students were graduated from its 4 years' course of study, 7 of whom engaged in teaching. There was an average of $40.99 received from the State for each pupil attending, exclusive of appropriations for permanent objects.—(Return.)

In all these schools drawing and vocal music are taught; instrumental music also in 4; 5 have some means of chemical illustration, and 3 some apparatus for illustrating physics.

At the *St. Louis Normal School* 215 pupils were enrolled in 1877, a smaller number than in any of the three preceding years. There were 12 graduates in January, 1877, and 55 in June. There was greater regularity in attendance than during any previous year, a fact which indicates that the health of the pupils was good. In order to guard against overwork, a daily record is kept of the amount of time spent by pupils on school work at home. This averaged during the year two hours and eleven minutes. The advanced class spend about half of their time in practical teaching in the district schools of the city, and are thus enabled to overcome first difficulties in teaching under the assistance of their own teachers and of those of the schools in which they teach. All are excluded from entering higher classes who have not satisfactorily finished the work of the previous part of the course. Those who show little aptitude for teaching are advised to withdraw.—(City report, 1877.)

A normal course is reported by the catalogue for 1877 at Central Wesleyan College, Warrenton, in which 22 pupils received instruction; and at Drury College, Springfield, according to the catalogue for 1876–'77, there was a class numbering 10 pupils. The normal department of the State university had 18 students. Normal departments were also reported in La Grange College, La Grange, and Thayer College, Kidder, in 1874–'75, but no later information on this point has been received from those colleges.

TEACHERS' INSTITUTES.

Under the existing school law these means of improving teachers are not required to be held by the county commissioners unless the counties arrange that the commissioners shall devote their whole time to school work, nor, if they should be held, are the teachers bound to attend them by any other consideration than a sense of duty, there being no penalty for absence or reward for attendance. A search through the pages of the educational organ of the State superintendent indicates that only 5 county institutes were held during the year.

EDUCATIONAL JOURNALS.

The American Journal of Education, published at St. Louis, served during 1877 as the official organ of the State superintendent of public schools, and by its advocacy of a good school system and of liberal legislative appropriations for its support aided greatly his endeavors in this direction, while many articles must have improved the teachers for whose benefit they were written.

The Western, a monthly also published at St. Louis, has at times given a page to educational matter, and to it we owe a notice in the December number for 1877 of the formation, history, and constitution of the St. Louis Society of Pedagogy, which seems to be doing important work in training its members to thoroughness in teaching.

The Journal of Speculative Philosophy, a quarterly published at St. Louis, and edited by Superintendent W. T. Harris, frequently contains original articles and translations bearing on the science of education, which are characterized by profound thought and wide study of the particular topics discussed.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

There is no recognition of high schools in the State law beyond a provision for central graded schools formed by a union of certain districts for the establishment and maintenance of such schools, nor have the State reports been wont to present any statistics of high schools. They exist, however, in some places, through the wish of the people for them and through the discretionary action of school boards. Hannibal, in 1877, had 1 such school, with 35 students and 1 teacher; Kansas City, 1, with 7 teachers and 223 scholars; St. Joseph, 1, with 5 teachers and 182 scholars; St. Louis, 1 central high school for advanced pupils and 5 branches in different parts of the city for the studies of the first high school year. The enrolment in the central school for 1876–'77 was 351; in the branches, 906; the number admitted from these to the central for that year, 143; teachers in central and branch schools, 48. Total of high school teachers reported in the State for 1877, 61; of high school pupils, 1,697; graduates in the three places last named, 93.

OTHER SECONDARY SCHOOLS.

For the statistics of reporting business colleges, academic schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX in the appendix, and summaries of these in the Report of the Commissioner preceding.

THE HIGH SCHOOL QUESTION.

Inasmuch as the old question of the right of establishing free high schools at public cost is provoking new discussion, Superintendent Harris, in his report for 1877, gives considerable space to the views of Mr. Morgan, principal of the city high school, on this subject. The arguments presented in favor of the public high school are addressed to the objectors of three different classes: (1) to those who are hostile to education and to those who are indifferent and consent to public education only because it is a sociological need; (2) to those who believe in education by itself, but who look upon public education as a gift and not as a right; (3) to those who believe in education as a right as well as a political necessity, but who wish it to be limited.

To the first class the defence of a high school is made on the ground of economy. It is shown that the high school exerts upon the grammar school a beneficial influence not to be obtained so economically in any other way. To the second class of objectors it is replied that education is not in this country a gift, but a right and a necessity on which depend the prosperity and wealth of the community. To the third class of persons, who believe education to be a right, but who wish to limit it, additional considerations are adduced based on (1) political necessity, to the end of preventing crime, abolishing caste, and fostering creative ability; (2) the reciprocal duties of the citizen and the community; (3) the sufficiency of the education, as determined by these considerations; and (4) the ability and willingness of the community to perceive and to attain its own best ends.

From the arguments in favor of public high schools, given in previous annual reports, the following among others are selected: That they infuse greater uniformity into the system; that they have a healthful, stimulating effect on the schools below; that they furnish opportunities for the poor; that they dignify, popularize, and render influential the district schools; that they both indicate and encourage a high standard of education in the public mind, and that they graduate stanch friends of liberal culture and advanced learning.—(City report.)

SUPERIOR INSTRUCTION.

COLLEGES.

For statistics under this head, see Table IX of the appendix, and summary of this in the Report of the Commissioner preceding.

The departments and courses of study in all the colleges appear, as far as heard from, to be essentially the same as reported in 1876.

The State University, at Columbia, and the Pritchett School Institute, at Glasgow, report only by catalogue, and their statistics, therefore, do not appear in the tables. There was a total attendance of 463 in the academic and professional schools of the university. Of the academic students, 70 were enrolled in the school of physics, 46 in chemistry, 147 in natural history, 340 in mathematics, 19 in metaphysics, 7 in Shemitic languages, 64 in Greek, 168 in Latin, 157 in continental, and 233 in English. Pritchett Institute reports 22 students in the collegiate department, besides 6 special and 132 preparatory students.

The *State University* was founded on the admission of Missouri into the Union, in 1820, by means of a congressional grant to the State of two townships, or 40,080 acres of land. At the same time other public lands were set apart for sustaining elementary schools. Thus, higher education was, from the first, identified with the lower as a constituent part of the public school organization. The university was chartered in 1839 and began its work at Columbia in 1840; in 1870 the Missouri School of Mines and Metallurgy, at Rolla, the agricultural and mechanical college of the State, became a part of it. The course comprises 17 schools, of which 10 are academic and 7 professional. Five of the academic schools are devoted to scientific study and 5 to the languages, including German, French, Spanish, Latin, Greek, and Shemitic. For the 10 academic schools, 4 courses of study have been arranged, leading to the degrees of A. B., S. B., PH. B., and L. B. It is intended that these courses and degrees, occupying the same time and indicating the same amount of work, shall be equivalent in training and equal in honor. The professional schools are those of agriculture, pedagogics, law, medicine, mining and metallurgy, civil engineering, and art. Young women have been admitted to the classes of the university for 10 years; and experience, it is stated, is decidedly favorable to the plan of coeducation.—(Catalogue.)

Washington University, St. Louis, which has for several years had lady students on its rolls, is reported by the American Journal of Education in that city to have had a special room fitted up for them in 1877 as a parlor and study, an attention to their comfort which will be likely to increase the attendance. To extend more widely the advantages offered, Mr. William Henry Smith, of Alton, Ill., has given the university a lecture endowment fund amounting to $27,000 and to be increased by accruing interest to $30,000. The income of this fund is to be used for the support of a system of lectures on literature, history, art, and sciences, which will be open to the public and will ordinarily be free, though an admission fee may be required when circumstances shall demand it.—(Catalogue for 1877–'78.) These lectures appear to have been already commenced, and two series of them, on German and French literature, delivered in 1877, are said by a St. Louis paper to have been of great interest.

COLLEGES FOR WOMEN.

For statistics of institutions of this class, see Table VIII of the appendix, and a summary of this in the Report of the Commissioner preceding.

As this table, however, will not show all that relates to the Mary Institute, which is a branch of Washington University, St. Louis, it may be said of it that its last catalogue indicated 34 young lady students in its 5 academic classes for the fall term of 1877 and 13 in its 2 advanced classes; the former pursuing the studies of a very thorough high school course, the latter those of a collegiate one. A portion of the studies in the advanced course, such as Latin, Greek, chemistry, physics, trigonometry, and mechanics, are elective, and students usually recite in the college classes of the university.—(Catalogue, 1877–'78.)

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

[Detailed statistics of institutions under this head may be found in Tables X–XIII of the appendix, and summaries of them in the Report of the Commissioner preceding.]

SCIENTIFIC.

The *State Agricultural and Mechanical College*, one of the professional colleges of the university, at Columbia, provides a 4 years' course in agriculture and related studies, leading to the degree of bachelor of agriculture, a resident graduate course of 1 year, and a course in horticulture of 1 year. Students who complete the resident graduate course are entitled to the degree of master of agriculture. Those who complete the course in horticulture are entitled to a diploma. Ladies are invited to pursue this course; it embraces horticultural botany, chemistry, meteorology, climatology, gardening and landscape gardening, fruit culture, botany, and history of horticulture. It is the design of this college to give an education that shall fit the pupils for intellectual and manual labor.—(University catalogue, 1876–'77.)

The *School of Mines and Metallurgy*, at Rolla, forms another of the professional schools of the Missouri State University and receives one-fourth of the income of the fund derived from the congressional land grant. Its departments of instruction are mathematics, analytical chemistry, metallurgy, physics, geology and mineralogy, civil and mining engineering, graphics, mechanics, German, French, and English. Number of students, 10.—(Catalogue of university and return.)

The *O'Fallon Polytechnic School*, a department of Washington University, offers 6 regular courses of study, extending through 4 years each, 5 of the courses being intended to prepare students for professional work as civil and mining engineers, chemists, and architects. The sixth course is in science and literature; its satisfactory completion entitles the student to the degree of PH. B. This course is suited to the wants of young women as well as young men. Among its other features, an opportunity is given for the systematic study and practice of art and design. There was an attendance of 37 students in 1877, including 1 graduate student, besides 5 who were not candidates for degrees, while a large number of others received instruction in drawing and painting. Shops for manual instruction in connection with this school have been fitted up by a liberal friend of the university, Mr. Conzelman, and in these pupils are taught the use of tools and receive some training in woodwork, carving, turning, and blacksmithing.—(Catalogue, 1877–'78.)

THEOLOGICAL.

The *Theological Department of St. Vincent's College*, Cape Girardeau (Roman Catholic), reports an attendance of 1 graduate and 5 undergraduate students, the latter in a course of theological instruction covering 3 years.

Vardeman School of Theology, in William Jewell College, at Liberty (Baptist), had an attendance of 52 undergraduate students. The course for college graduates extends over 2 years, while for non-graduates a 5 years' course has been arranged.—(Catalogue and return.)

Concordia College Seminary, St. Louis (Evangelical Lutheran), dating from 1839, reports a 3 years' course of theological study, for which students are prepared at Concordia College, Fort Wayne, Ind.

A short course in theology has been incorporated with the academical studies of *Lewis College*, Glasgow (Methodist Episcopal); and in the *Central Wesleyan College*, Warrenton (Methodist Episcopal), there is a 4 years' course of theological study, beginning with elementary English branches.—(Catalogues.)

LEGAL.

The *Law School of the State University* reports for 1877 an attendance of 33 students.

The course of study covers two years. No special preparation is required for admission, but the student, if not a graduate of some college, must be 19 years of age. The mode of instruction is by daily examinations on text books, lectures on special titles, and the exercises of a moot court.—(Catalogue and return.)

The *St. Louis Law School*, a department of Washington University, provides a course of study covering 2 annual terms of 6 months each, "designed to prepare young men to a degree far above the ordinary standard of admission to the bar for the practice of the profession." The course embraces instruction in the principles of constitutional and mercantile law, the law of contracts, the jurisdiction and practice of the United States courts, real property law (including a special course of lectures on conveyancing), equity jurisprudence, evidence, pleading, and practice at common law, in equity, and under the code, corporations, insurance, domestic relations, torts, and criminal jurisprudence. Instruction is given by daily examinations upon assigned portions of standard treatises, by lectures, and by moot courts. Applicants for admission to the junior class must be at least 19 years of age, and those for either class must furnish evidence of good moral character and standing and of having received a good English education; at the opening of the term a satisfactory examination must also be passed in all the studies that have been pursued by the class. The attendance in 1877 was 76. The examination of the senior class for degrees is mainly by printed questions covering the entire course of study, and to secure the utmost thoroughness questions are prepared and the examination is conducted by an examining board comprising some of the chief judges and lawyers in the State, presided over by a justice of the United States Supreme Court. Only on the written recommendation of this board is a degree granted. The example is a good one and should be widely followed.—(Catalogue and return.)

MEDICAL.

The *Medical College of the State University*, at Columbia, the *St. Louis Medical College*, at St. Louis, the *Missouri Medical College and Hospital*, at St. Louis, the *College of Physicians and Surgeons*, at Kansas City, and *St. Joseph Hospital Medical College*, at St. Joseph, report for 1877 a total attendance of 488 students. All these demand of candidates for graduation 3 years' study of medicine, including 2 courses of lectures. The St. Louis Medical College provides, also, a 3 years' graded course in the institution and advises students to pursue it, offering this at the same cost as the prescribed 2 years' course.—(Returns and catalogues.)

The *Homœopathic Medical College*, at St Louis, also offers a 3 years' graded course of study, while the obligatory requirements for a degree are the same as the above. The number of students attending was 59. Women as well as men are admitted.—(Catalogue and circular.)

The *Missouri School of Midwifery and Diseases of Women and Children* aims to give a thorough course of instruction only in the branches of midwifery, diseases of women and children, anatomy, and physiology. There were 12 students attending in 1877.—(Return and circular.)

The *Missouri Dental College*, St. Louis, has established a 3 years' progressive course of instruction, which students are encouraged to pursue instead of the 2 years' course required for graduation.—(Eleventh annual announcement.)

In the *St. Louis College of Pharmacy* the branches studied are chemistry, materia medica, and pharmacy. For graduation an apprenticeship of 4 years and attendance upon 2 courses of lectures are required. The college graduated 16 students in 1877 and had an attendance in the fall of 1877 of 50.—(Prospectus and return.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Missouri Institution for the Education of the Deaf and Dumb, at Fulton, founded in 1851, reports an attendance for 1877 of 230 pupils, 127 males and 103 females, under 11 instructors, of whom 2 were semi-mutes. Since the beginning of the school about six hundred pupils have received instruction and 5 of the graduates have become teachers in similar institutions. The elementary English branches are taught, and also the employments of printing, cabinet making, shoemaking, and gardening.—(Return for 1877.)

EDUCATION OF THE BLIND.

The Missouri Institution for the Education of the Blind, at St. Louis, founded in 1850, reports 7 instructors and employés, of whom 2 are blind, with 108 pupils. These are trained in the ordinary branches of a good English education, reaching into some studies taught in the high schools. With a view to preparation for self support the students also receive training in broom making, cane seating, willow work, sewing by hand and on machine, and some kinds of fancy work.—(Return.)

EDUCATIONAL CONVENTIONS.

MISSOURI STATE TEACHERS' ASSOCIATIONS.

Superintendent Shannon, in an article in the American Journal of Education, states that associations were organized on the 26th, 27th, and 28th of December, 1877, at Piedmont for Southeastern Missouri, at Kansas City for the counties in the northwest, and at Moberly for northeastern counties. One for Southwestern Missouri was also planned. These associations are in addition to the general association, the meeting of which for 1877 was held in the summer, but of the proceedings of which no account has reached this Bureau. Mr. Shannon says that among other work they are designed to encourage the formation of institutes in all the counties represented, and the southeastern association, of which alone there is any full report, appointed a committee to arrange for an institute of at least one week in each county in the district during the summer vacations. An effort was made, too, to have some teacher in each county edit a column in the county paper in the interests of public education. Several are said to have consented and some of them to have gone to work.

CONVENTION OF COLORED TEACHERS.

A correspondent of the American Journal of Education for March, 1877, states that a meeting of colored teachers "recently" held in Jefferson City was composed of many of the most intelligent colored men and women of the State. The first day was occupied in considering the material condition of the colored schools, which, it was said, have buildings that, with few exceptions, are ill adapted in structure, ventilation, room, and furniture to common school purposes. Two speakers particularly, referring to the law for the establishment of separate schools for colored children and to its requirement that the terms and advantages of such schools should be equal to others of the same grade in their respective districts, cities, and villages, said that this requirement is frequently and grossly violated. Colored primary schools, it was asserted, are in most instances held in basements and huts, without desks or suitable furniture, while "other primary schools" are amply furnished. This was said to be true of other grades also.

As to the employment of colored teachers, reference was made to the action of the board of education in St. Louis (where the colored population is 40,000), in refusing to employ any colored teacher, and it was denounced as an outrage upon the claims of the race and upon the proprieties of the situation. The sentiments expressed upon these topics were subsequently embodied in a resolution which called for a committee of nine members, with power to organize associations to bring before the proper authorities the condition of the schools and the propriety of having colored teachers for them, as well as to increase in other ways the educational work among the colored people. The resolution was passed, and, possibly because of this action, colored teachers were employed in the schools of St. Louis in the autumn following.

Papers on the relations of the institute to the common schools, on the work of the teacher, on the teaching of English, on the instruction of most value to the colored people, and on the use of penalties in school government were presented and drew forth high encomiums from a distinguished lawyer present. The State superintendent spent an afternoon with the convention, answering questions and explaining the laws with regard to the establishment and support of schools for the colored race.

A subsequent meeting was held in St. Louis in the latter part of the year, at which carefully prepared papers were read and important topics discussed, but whether it was an adjourned meeting of this convention or one of the sectional associations organized by its committee does not appear.

FRÖBEL SOCIETY, ST. LOUIS.

The growth of the Kindergarten system in St. Louis led to the formation of this association, to secure harmony throughout the Kindergärten in methods, music, line of thought, and spirit of action, and so to prevent errors which might arise from the employment of new teachers, with perhaps imperfect comprehension of the system. It embraces about one hundred members, 40 of whom are directors of Kindergärten, and 23 paid assistants in the same. Besides being an association of colaborers, it has an official character, from the fact that it is authorized by the board of directors of the St. Louis public schools to appoint a committee of 5 members to conduct the examination of all applicants for position in the Kindergärten. These examinations are held quarterly, and comprehend the principles of modern teaching and the application of Fröbel's theory.—(Letter from the president of the society.)

ST. LOUIS SOCIETY OF PEDAGOGY.

In order to discuss both methods of teaching and the principles which underlie school work, a few of the principals of district schools in St. Louis, with the principal of the high school and his first assistant, met in the autumn of 1871 at the house of one of their number, and began with a discussion of the teaching of morality in public schools. This meeting led to others, until they became so frequent as to suggest the idea of a society that should offer its membership to all who might take an interest in the discussion of educational questions. In February of the following year such a society was formed, with the title above given, and with a constitution which declared its aim to be "the discussion of the subjects belonging to the science of pedagogy." Its meetings have been since steadily continued on the third Saturday of each month, except during the summer, and at these meetings various important papers have been presented, the titles of which, as well as the membership and rules of the association, may be found in the December number of The Western (a St. Louis monthly) of 1877.

OBITUARY RECORD.

PROF. GEORGE HEROD ASHLEY.

Born at Ashburn, Derbyshire, England, September 19, 1844, Professor Ashley came with his parents to the United States when he was only 10 years old, and from the time that he was 12 earned his own livelihood and pushed his way upward in the world. An accident which disabled him for manual labor at 16 induced him to devote himself to literary culture, and with characteristic energy he passed through the schools, became a teacher, rose at 21 to the assistant principalship of the schools of Corunna, Mich., and soon had from the principal the high testimony that he was the best English scholar the principal knew in the State. But love for learning, now thoroughly enkindled, did not let him rest without a higher culture. So at 23 he presented himself for admission as a student in the preparatory department of Olivet College. In less than a year he was graduated from this department, entered college, and, going up one class, finished the course in three years, at the head of his class; this, too, though he had taught all the way through college, in the determination to pay his own expenses to the end. On his graduation he was made a tutor in the college, and held this position for a college year; then, much to the disappointment of the collegiate authorities, he took charge of a church at Potterville, Eaton County, not far away, and labored with great success and popularity for about two years. By this time his reputation as an able, eloquent, and rising man was well established, and through Mr. S. F. Drury, of Olivet, largely instrumental in the establishment of Drury College, Springfield, Mo., he was called, in 1873, to the chair of Latin and Greek in that institution, then just chartered. He accepted the post; performed the duties of it nobly; infused his own fresh life and zeal and thoroughness into the classes which he taught; and by his intense enthusiasm and magnetic power was doing much to secure for the young college an exceedingly high character, when, after four years of service, he died July 20, 1877, passing away universally lamented, in the very flower of his years.—(Memorial pamphlet, 1877.)

CHIEF STATE SCHOOL OFFICERS.

Hon. Richard D. Shannon, *State superintendent of public schools, Jefferson City.*

STATE BOARD OF EDUCATION.

[Term of office expires January 1, 1881.]

Members.	Post-office.
Hon. Richard D. Shannon, State superintendent of public schools	Jefferson City.
His Excellency John S. Phelps, governor	Jefferson City.
Hon. Michael K. McGrath, secretary of state	Jefferson City.
Hon. Jackson L. Smith, attorney general	Jefferson City.

NEBRASKA.

STATISTICAL SUMMARY.

	1875–'76.	1876–'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5–21)	86, 191	92, 161	5, 970	....
Enrolled in public schools	59, 966	56, 774	....	3, 192
SCHOOL DISTRICTS AND SCHOOLS.				
Districts organized	....	2, 496	....	....
Graded schools	....	64	....	....
Ungraded schools	....	2, 432	....	....
Public school-houses	1, 975	....	....	....
Rooms for study	2, 075	....	....	....
Average time of schools in days	95. 8	127	21. 2	....
Estimated value of school property	$1, 069, 694	$1, 862, 386	$792, 692	....
TEACHERS AND THEIR PAY.				
Teachers employed	3, 361	3, 729	368	....
Average monthly pay of men	$37 14	$35 46	....	$1 68
Average monthly pay of women	32 84	31 80	....	1 04
INCOME AND EXPENDITURE.				
Whole income for public schools	$865, 274	$633, 211	....	$232, 063
Whole expenditure for them	919, 346	*861, 264	....	58, 082
STATE SCHOOL FUND.				
Amount available	$1, 318, 044	$1, 615, 021	$296, 977	....
Whole estimated amount	15, 000, 000	18, 229, 687	3, 229, 687	....

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*In a special return made by Superintendent Thompson this amount appears as $1,027,192; this possibly includes payments made during the year on account of past indebtedness.

(Returns of Hon. J. M. McKenzie and Hon. S. R. Thompson, State superintendents of public instruction, for the two years indicated. The second column embraces the statistics from 61 counties.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State superintendent of public instruction*, elected by the people in each year of even number, has general charge of the public school system.

A *State board of commissioners* for the sale, leasing, and management of the school lands and investment of school funds is composed of the governor, secretary of state, treasurer, attorney general, and commissioner of public lands and buildings.

LOCAL.

A *county superintendent of public instruction* is elected in each county every odd year for the care and supervision of county school interests.

A *district board* in each organized school district is ordinarily composed of a moderator, director, and treasurer, chosen by the people of the district for terms of 3 years each, one going out each year. Each of them has certain definite duties to perform in furthering the interests of the public schools of the district and all together constitute the district board for the general care of the school and school-house. In districts with more than 150 children of school age the people may choose a board of 6 trustees, for terms of 3 years each, with change of one-third yearly.

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

There having been no report printed since 1875 and none being expected till the close of 1878, Superintendent Thompson has kindly furnished the following sketch to fill the gap for the year 1876–'77:

"During the school year 1876–'77 the system has been steadily recovering from the severe depression of preceding years. Some of the causes of this depression were alluded to in the report of 1875–'76, but others not mentioned were equally potent. In 1874, the distribution of State school funds amounted to $4 for each pupil between 5 and 21. In 1875, the legislature lowered the State school tax from two mills to one, and at the same time appropriated from the State distributable fund about thirty-six thousand dollars per annum for two years to special schools. This cut down the annual pro rata distribution to $2.18 per pupil in 1876 and to $1.85 in 1877. Many schools were stopped and districts disorganized, especially in the western part of the State, and much discouragement was felt.

"But gradually, with the return of financial prosperity, a better feeling began to prevail. School lands were leased and sold in greater quantities and the school fund steadily increased. The new constitution, moreover, adopted in 1876, forbids the appropriation of any part of the school fund to other than common school purposes, which will prevent a repetition of the mistake of 1875."

Beyond this, the statistics before given show a decrease of 3,192 in school enrolment, notwithstanding an increase of 5,970 in school population, but an addition of 368 to the number of teachers employed, though this may be the result of frequent change during the year.

CITY SCHOOL SYSTEM.

OMAHA.

Officers.—A board of education of apparently 15 members, subject to partial annual change, and a city superintendent of schools.

Statistics.—Estimated present population, 22,000; children of school age (5–21), 4,753; enrolled in public schools, 2,911; average attendance, 1,906; teachers, 47; expenditure for public schools, $77,036.

Additional particulars.—Besides the public school enrolment, there was an estimated attendance of 200 in private and parochial schools, and besides the 46 teachers of English in the public schools, there was a teacher of German, who probably had assistance from others in his work, as a paper published in the interests of the schools states that there were more than 300 studying that language.[1] A course of study for the schools, published in the same paper, shows that they are classed as primary, intermediate, grammar, and high schools, the course for the first and third covering, in each case, 3 years; that for the second, 2; that for the fourth, 4; making 12 years in all. The promotions from the eighth grade to the high school in the summer of 1877 numbered 27, one other pupil passing the examination creditably, but not entering the school. Successful prosecution of the studies in the lower grades, with an average of 75 per cent. in three principal studies, is said to be the ordinary basis of promotion, though in some instances they are made on the ground of fidelity to study unaccompanied by that measure of success.—(Omaha High School for April, 1877, and subsequent numbers.)

TRAINING OF TEACHERS.

NORMAL SCHOOL.

The State Normal School of Nebraska, at Peru, reports for the year 1876–'77 an attendance of 265 normal students, of whom 209 belonged to the elementary and 56 to the higher course. The elementary course is designed to prepare teachers for common, ungraded, and lower grade schools. It comprises, in addition to a critical study of common branches, a course of instruction in the organization and management of ungraded schools, methods of teaching, the art of rendering the elements of learning interesting and attractive to the young, and the use of illustrative apparatus for primary schools. The advanced course comprises, in addition, 3 years' training in the higher branches, including instruction in the laws of mental development, with their application to teaching; the science, philosophy, and history of education; school laws in general, and the school system of Nebraska in particular; also, school gradation, supervision, and management.—(Catalogue, 1876–'77.)

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[1] In the autumn of 1877 the instruction in German was abolished, the tax levy authorized by the city council being too small to warrant the continuance of a study that could be dispensed with. The teacher was, however, allowed the privilege of using a recitation room connected with the schools for hearing such pupils as might come to him for private tuition, without interfering with the regular class studies.

TEACHERS' INSTITUTES.

Both State and county institutes are provided for in the school law, the former to be under the direction of the State superintendent of public instruction; the latter, under that of the county superintendents of the counties in which they may be held. At those organized by the State superintendent, all county superintendents of the district for which they are convened are required to be present, and the schools in the district are to be closed that the teachers may attend the institute. The superintendent writes that 3 of these district institutes were held in 1877, lasting from 2 to 6 weeks each. The only one of them of which we have a record was at Plattsmouth, July 9–19. It had an attendance of 56, and is said to have been practically a school for the instruction of teachers, the aim being to prepare those present to conduct county institutes. The other two were held at Grand Island and at Pawnee City.

Of county institutes the superintendent writes that they were organized in 42 counties and carried on with spirit. He cites as an example Boone, a frontier county with only 18 schools, where 20 teachers, with the county superintendent, were present and ready for business at 9 o'clock on Monday morning.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Of the several schools of this class in the State the only one reported for 1877 is that at Omaha, the course in which extends through 4 years, with a good selection of English studies and Latin optional. German was also an optional study, but was dropped in the autumn of that year from a necessary reduction in expenses. The majority of the pupils here, as elsewhere, are said to be children of parents in the middle and lower ranks, who, though respectable and generally comfortable in circumstances, could not in general afford to send their sons and daughters to private institutions which would afford them the same advantages.

OTHER SECONDARY SCHOOLS.

For statistics of reporting business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, and IX of the appendix following, and the summaries of these in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

Doane College, at Crete, had an attendance in collegiate classes of 19 students, 7 of whom were pursuing a scientific course. There were 7 young women in the collegiate department. The preparatory department numbered about 145 students, nearly half girls.—(Catalogue and return.)

Nebraska College, at Nebraska City, reports 40 pupils in preparatory studies, but none in collegiate.—(Return.)

No catalogue or return from the *State University*, at Lincoln, has been received for 1877. From a statement in the Educational Weekly of July 26, 1877, it appears that the Latin preparatory school has been organized into a separate department. By this means, and by an increased thoroughness in entrance examinations, it is intended to make the work more efficient and systematic and to raise the grade of the department. It appears, also, from that and other authorities, that the board of regents will probably have to tear down and reconstruct the university building, which, although a large and imposing structure, costing over $100,000, was so poorly constructed that it has with difficulty been kept from falling down. The university is open to both sexes, and tuition is free to all.

Creighton College, Omaha, the buildings for which were begun in 1877, and which is to be opened in 1878, is the fruit of a bequest of $100,000 left by Mrs. Edward Creighton to found a college in that city.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The only school for scientific instruction in this State is the Agricultural College of the State University. It offers 2 courses of study: a 4 years' course, which runs nearly parallel with the scientific in the academic department, and a shorter one, which may be completed in from 1 to 2 years, according to the student's advancement. Military science and tactics are taught. The course of instruction is both theoretical and practical.—(Catalogue of the university, 1876.)

THEOLOGICAL.

Nebraska College Divinity School, Nebraska City (Protestant Episcopal), reports 5 students, with 1 resident and 2 non-resident professors and lecturers. There are 4 years in the full course of study, and an examination is required for admission.—(Return, 1877.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Nebraska Institute for the Deaf and Dumb, at Omaha has sinec its organization in 1869 given instruction to 78 pupils. Its enrolment in 1877 was 55, of whom 30 were males and 25 females. The branches taught are orthography, reading, writing, arithmetic, geography, history, science of common things, and physiology; the only employment taught is printing.—(Return, 1877.)

EDUCATION OF THE BLIND.

From the Institution for the Blind, Nebraska City, still in its infancy, no report for 1877 has been received.

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The regular annual meeting of the Nebraska State Teachers' Association convened at Fremont on the 27th of April, 1877, and continued 3 days. The attendance was good, the State superintendent and representatives from all parts of the State being present.

The address of welcome, delivered by His Honor Mayor W. A. Harlow, was responded to by President Palmer. Chancellor Fairfield, of the Nebraska State University, then delivered an able address on "Learning and labor." Among the other addresses and papers presented were an essay entitled "Progress," by Miss M. Sawyer; "Condition of education in the State," by J. M. McKenzie; "Report on a course of high school study," by Prof. W. W. Jones; "Some things Americans may learn from European schools," by Prof. W. E. Wilson; "Special education," by Dr. Curry, of the State Normal School, and "Marking and reporting," by Mrs. H. G. Wolcott. The subjects of the papers and addresses were quite generally discussed by the association, particularly the high school question, the marking system, and the means of improving education in the State.—(The Omaha High School, for April, 1877.)

COUNTY SUPERINTENDENTS' CONVENTION.

Superintendent Thompson writes that such meetings were held at Grand Island and Plattsmouth, but no account of their proceedings has reached this Bureau.

CHIEF STATE SCHOOL OFFICERS.

Hon. S. R. THOMPSON, *State superintendent of public instruction, Lincoln.*

STATE BOARD OF COMMISSIONERS.[1]

[Term expires January, 1879.]

Members.	Post-office.
His Excellency Silas Garber, governor	
Hon. Bruno Tzschuck, secretary of state	Lincoln.
Hon. S. C. McBride, treasurer	Lincoln.
Hon. George H. Roberts, attorney general	Lincoln.
Hon. F. M. Davis, commissioner of public lands	Lincoln.
	Lincoln.

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[1] For the sale, lease, and management of school lands, and the investment of school funds.

NEVADA.

STATISTICAL SUMMARY.

	1874–'75.	1875–'76.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6–18)	7,538	8,475	937	....
Enrolled in public schools	5,082	5,521	439	....
Average number belonging	3,745	4,142	397	....
Average daily attendance	3,286	3,832	546	....
Attending private schools	700	931	231	....
Not attending any school	2,021	1,952	....	69
SCHOOL DISTRICTS AND SCHOOLS.				
Public schools (without rate bills)	101	83	....	18
Public high schools	....	3	....	....
Average time of school in days	168	154	....	14
Volumes in public school libraries	1,082	1,281	199	....
Districts which voted a tax	4	7	3	....
Districts reporting according to law	68	72	4	....
TEACHERS AND THEIR PAY.				
Men teaching in public schools	....	36	....	....
Women teaching in the same	....	77	....	....
Average monthly pay of men	....	$112 63	....	....
Average for women	....	85 20	....	....
Average paid both	$92 84	96 55	$3 71	....
INCOME AND EXPENDITURE.				
Whole receipts for public schools	$188,117	$195,535	$7,418	....
Whole expenditure for them	161,299	162,761	1,462	....

(Report of Hon. Samuel P. Kelly, State superintendent of public instruction, for the two years indicated.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State superintendent of public instruction*, elected by the people at the general election in every fourth year, beginning in 1866, has general supervision of the public schools; he is to hold institutes, to visit schools in each county annually, and to make a biennial report of the condition of instruction in the State.

Upon a *State board of education*, composed of the governor, the superintendent of public instruction, and the surveyor general, is imposed the duty of devising plans for the improvement and management of the public school funds and for the better organization of the public schools, with some supervisory power over matters connected with the school system.

LOCAL.

In each county a *county superintendent of public schools* is chosen by the people once every two years, to visit and supervise the schools of his county and report respecting them. He may appoint a deputy to transact the business of his office during his own absence, and must, in person or by deputy, attend at his office during the business hours of every Saturday for the transaction of official business.

With 2 other persons appointed by himself, he forms a *county board of examination*, to examine teachers for the public schools. This board grants certificates of first grade to persons of good character and apparent fitness to teach the studies prescribed for grammar and high schools and certificates of second grade to those who prove a like character and fitness to teach the studies prescribed for primary schools, such certificates to be renewable without reëxamination to such as teach continuously and successfully in their county.

In each school district a *board of school trustees* is chosen by the voters of the district, the number of members being 3 for an ordinary district and 5 for one that polls more than fifteen hundred votes. One member out of the 3 and 2 out of the 5 must be chosen for a 4 years' term; the remainder, for a 2 years' term. In case of failure to elect trustees, the county superintendent fills the offices by appointment. The trustees have the custody of the school property of their district and of all local public school interests, with the duty of taking an annual school census and of making, through the county superintendent, an annual report of everything relating to their schools.—(School law of 1877.)

ELEMENTARY INSTRUCTION.

LEGAL PROVISIONS.

The reports of the State superintendent in Nevada are only required to be presented to the governor every alternate year, in the month preceding a regular session of the legislature. As the next regular session begins January, 1879, Mr. Kelly's report for the two previous school years will not be due till December, 1878. The statistical summary preceding embodies, therefore, all the information to be had respecting the progress and condition of the schools until the appearance of the report for 1878. Meanwhile, however, some special features of the school system of the State may be gleaned from the school law of 1877, which differs little from that of 1873.

1. Books and studies are more generally prescribed than is common in the older States. The text books in all the principal studies pursued in the public schools are selected by the State board, and no school district may receive its pro rata share of public school moneys unless the text books appointed are adopted and used in all its schools. The studies, too, are to a larger extent than usual prescribed, those for all public schools being spelling, reading, writing, arithmetic, and the elements of natural philosophy and geography. For schools above the primary grades, English grammar, history of the United States, physiology, hygiene, and chemistry are added; while still beyond these, in such schools as the board of trustees may direct, come algebra, geometry, drawing, natural history and philosophy, astronomy, and the elements of book-keeping, or a selection from these. Text books, however, are not to be changed oftener than once in 4 years.

2. Teachers are encouraged to be permanent, through the permission given county boards of examiners to renew without reëxamination the certificates of such as teach successfully and continuously in the county.

3. There are explicit guards against that diversion of school moneys from their proper purposes which has sometimes caused much trouble in the older States. The law not only forbids the use for any other object of any portion of the public school funds, of moneys raised by State tax for the public schools, or of moneys appropriated to them, but it also expressly limits to the payment of qualified teachers the school moneys distributed to the various counties from the State school funds, and declares that no portion of them shall either directly or indirectly be paid for the erection of schoolhouses, the use of school rooms, furniture, or other contingent expenses of the schools.

4. With an explicitness not common, it is required that the salaries of teachers shall be determined by the character of the service to be rendered, and that in no district shall there be discrimination in the matter of salary as against women who are teachers.

5. Rate bills—now generally disallowed in older States—are still permitted in Nevada for the purpose of continuing beyond six months a school which has been maintained as a free school for that time; the rates are to be collected, however, only from such parents as desire to send their children after that legal time, and to be remitted, at the discretion of the board, to such as cannot afford to pay.

TRAINING OF TEACHERS.

INSTITUTES.

Provision is made in the school law for the holding of one or more teachers' institutes annually in each county, under the direction of the county superintendent, and for an annual State institute, under the direction of the State superintendent. In order to hold the former, the consent of the county commissioners must be obtained; to hold the latter, that of the State board of education.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Of the high schools reported by the State superintendent in 1876 at Elko, Virginia City, and Gold Hill, the only one respecting which information for 1877 has been received is that at Elko, where the preparatory department of the State university affords high school training to such youth of the town and of the State as are prepared for it, and serves as a nucleus and foundation for a university in the future.

SUPERIOR INSTRUCTION.

STATE UNIVERSITY.

As may be inferred from the above, the university provided for by law, and established in its preparatory department, still awaits the fuller development which in a State with a vast territory and a sparse, unsettled population must come by slow degrees.

SPECIAL INSTRUCTION.

TRAINING OF DEAF-MUTES AND BLIND.

From the fact that a very small number of these classes belong to the population of the State, no institution for them has thus far been deemed necessary, and the few cases reported receive instruction, under the direction of the State superintendent, in the California Institution for the Deaf and Dumb and the Blind, at Berkeley.

CHIEF STATE SCHOOL OFFICER.

Hon. **Samuel P. Kelly**, *State superintendent of public instruction, Carson City.*

[Term, January, 1877, to January, 1881.]

NEW HAMPSHIRE.

STATISTICAL SUMMARY.

	1875–'76.	1876–'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth enumerated between 5 and 15	55,976	a43,817	....	....
Enrolled in public schools	66,699	68,035	1,336	....
Average daily attendance	48,857	47,921	....	936
Average for each school	19.63	18.70	....	.93
Number in higher branches	4,982	4,773	....	209
Attending private schools	3,892	b4,138	246	....
Children between 5 and 15 not attending school.	4,156	3,890	....	266
SCHOOL DISTRICTS AND SCHOOLS.				
Organized school districts	2,102	2,062	....	40
Formed under special acts	41	32	....	9
Number of schools	2,498	2,562	64	....
Graded schools	458	424	....	34
Town high-schools	18	15	....	3
District high schools	21	22	1	....
Schools, public and private, where higher English and languages are taught.	86	86	....	....
Schools averaging 12 scholars or less	941	810	....	131
Schools averaging 6 scholars or less	290	284	....	6
Average term of school in days	93.7	91.85	....	1.85
Number of school-houses	2,237	2,231	....	6
School-houses unfit for use	417	361	....	56
School-houses built in the last year	27	12	....	15
School-houses without blackboard	36	26	....	10
School-houses with globes or outline maps.	856	699	....	157
Estimated value of school property	$2,413,860	$2,357,405	....	$56,455
TEACHERS AND THEIR PAY.				
Men teaching in public schools	553	591	38	....
Women teaching in public schools	3,107	2,955	....	152
Average monthly pay of men	$41 93	$38 37	....	$3 56
Average monthly pay of women	25 72	24 71	....	1 01
Persons teaching for the first time	659	601	....	58
Teaching same school successive terms	1,125	1,127	2	....
Attended normal schools	236	295	59	....
Towns employing such	115	126	11	....
Teachers in private high schools	....	174	....	....
INCOME AND EXPENDITURE.				
Whole receipts for schools	$652,714	$609,733	....	$42,981
Whole expenditure for schools	668,046	604,654	....	63,392
EXPENDITURE PER CAPITA—				
Of enrolment	$9 94	$9 45	....	$0 49
Of average attendance	13 54	13 41	....	13

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[a] This is the enumeration of the selectmen; it probably falls much below the real figure. A written return from the superintendent places the number at 68,035, adding, however, that the limit of age was greatly disregarded in taking the census.

[b] This number, from pages 128 and 129 of the State report, appears to be that of pupils in higher private schools only.

(Thirty-first annual report, presented at the June session of 1877, by Hon. Charles A. Downs, State superintendent of public instruction.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

For the State there is a *superintendent of public instruction*, appointed by the governor every second year. He has general charge of the interests of the school system, and is to make an annual report to the legislature.

LOCAL.

For townships there are elective *school committees*, respecting the number, title, terms, and powers of which a large discretion is allowed. The ordinary term contemplated by the general law is one year; the ordinary powers and duties, to examine and license teachers, to dismiss them for proven cause, to visit and inspect the schools, make rules and regulations for them, determine the text books to be used, and present to the town and to the State superintendent an annual report. Towns may, however, by a by-law provide for the election of a *superintendent of schools*, to hold office for such term, be vested with such powers, and charged with such duties of the committee as may be determined in the law.

For districts there are annually elected a *moderator*, to preside at the district meetings; a *clerk*, to keep record of these; and a *prudential committee*, of one to three persons, to engage teachers, provide them with board, and look after the furnishing, heating, and general comfort of the school-house.—(Digest of the school laws, 1869, with subsequent amendments.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

The figures of State Superintendent Downs in the statistical summary given show an increase of 1,336 in the enrolment in public schools, and a decrease of 266 in children between 5 and 15 attending no school, an increase of 64 in the number of public schools, of 38 in the male teachers, and of 59 in those that have been trained in normal schools. Thus far all looks well; but, on the other hand, we find the average attendance smaller by 936, notwithstanding the increased enrolment, the number of graded schools reported less by 34, the number of school-houses 6 less, and the number with globes or outline maps 157 less, while against the increase of 38 men teaching appears a loss of 152 women, with a loss, too, of $3.56 in the average pay of men and $1.01 in that of women. This reduction in salaries, like the decrease of $42,081 in the receipts for schools and $56,455 in the estimated value of school property, is common in the records of the year throughout the States, and is probably only the result of the continued hard times. But, even if it be from that alone (and much more if proceeding from a willingness to make hard times an occasion for hard bargains), the tendency is to drive the better teachers out of a profession yielding skilled labor steadily diminishing returns. The result will be watched with anxiety, for, if the better teachers should be turned away or broken in spirit by this falling off in pay, deterioration in the character of the instruction in the schools must quickly follow.

HINDRANCES TO PROGRESS.

Superintendent Downs thinks that the schools of the State were prosperous, upon the whole, during 1876–'77. Town and city superintendents generally indicated this in their reports; still, all experienced difficulties in the way of the perfection they sought to reach. Among these difficulties three were particularly prominent: (1) Too many small schools, (2) too many text books, (3) irregular attendance.

1. As respects the first, it is admitted that a small school offers the advantage of bringing the teacher nearer to each pupil and thus enables him to adapt his instruction to individual peculiarities and needs. But, on the other hand, it lacks the stimulus of the excitement and emulation which accompany numbers, and from this cause is likely to be dull. Then, too, a school of six or a dozen scholars costs as much as one with twenty or thirty need cost, unless an unusually cheap teacher is obtained, in which case the poverty of the instruction is commonly proportionate to the diminution of expense. Yet, of the 2,562 public schools reported, 1,094 had, on an average, but a dozen or fewer scholars. So many, therefore, were too likely to be poor schools. The remedy suggested for this evil is either a consolidation of the small school districts or an arrangement for successive schools in several contiguous districts. The former is held to be the better plan, as securing ampler funds, a larger and more stimulating school, and probably much better teaching. But, if this cannot be effected, the latter offers at least the advantage of bringing together more scholars and for a longer time, although probably under different and comparatively poor teachers.

2. As respects multiplicity of text books, it is said that this forms a barrier to classification where the books are not uniform, two, three, or four classes being thus made necessary, where, with uniformity of books, there need be only one; while families

moving with different text books into a new neighborhood introduce a like confusion there or are put to additional expense for change of books. The remedy proposed for this is a law requiring uniformity of text books throughout the State, so that families furnished for one school or school district would be furnished for any other in the Commonwealth. And then, if the series adopted should be made unchangeable for five years from the date of introduction, much expense arising from now frequent changes might be avoided.

3. As respects irregular attendance, the returns for 1877 show that more than a quarter of the scholars were absent, on an average, every day in the year. Mr. Downs proposes two means of lessening this serious evil, which hinders progress not in the absentees alone, but often also in all the school. Where it arises from the laxity of parents in allowing children to be absent for trivial reasons, he would have teachers and school officers refuse to excuse an absence unless in every case a written and sufficient explanation of it is presented from the parent or guardian. Where it arises from wilful truancy, he would have truant officers inquire into the circumstances whenever children are found out of school.—(Report for 1876–'77.)

CITY SCHOOL SYSTEMS.

OFFICERS.

Manchester has a school committee composed of the mayor, the president of the common council, and 2 members from each ward, chosen apparently for two years each, and one-half liable to change each year; Nashua, a committee of 13 members, including the city superintendent, 4 to be chosen annually, for terms of 3 years each; Portsmouth, a board of instruction, of 12 members (one-third changed every year), divided into committees for each grade of schools. Concord, Manchester, and Nashua have city superintendents, and Manchester has a truant officer also, employed by the city for 5 days each week during the sessions of the schools.

STATISTICS.

Cities.	Population.	Children of school age.	Enrolment.	Average attendance.	Teachers.	Expenditure.
Manchester	25, 000	*a*3, 065	3, 607	2, 509	80	$52, 155
Nashua	11, 600	*a*2, 307	2, 138	1, 531	48	28, 093
Portsmouth	10, 000	2, 154	1, 964	1, 402	40	25, 695

a Between 5 and 15 years.

ADDITIONAL PARTICULARS.

In *Manchester* the day schools are classed as high, intermediate, grammar, middle, primary, and suburban. There is also a training school with two departments, and 2 evening schools have been maintained with a total attendance of 178 pupils, who are said to have been earnestly at work and to have profited much by it. Partly through better grading, a very decided improvement is reported in the work of all the grades; this is evinced by a comparison of the examination papers of the last term with those in the bound volumes, which secured high compliments at the Centennial Exhibition. The high school, which offers 3 courses of study (a business course of 2 years, an English and French course of 4, and a classical course of 4), had in 1877 an attendance of 250 pupils, of whom 149 were girls.—(Report for 1877.)

At *Nashua* the gradation of schools is through primary, middle, and grammar divisions to the high school. There are also suburban schools, apparently ungraded. A revised course of study for the graded schools directs that the elements of writing, drawing, and city topography be taught from the first entrance into the school room; that penmanship, the geography and history of the State and of the United States, and the practical rules of arithmetic be carefully attended to during the grammar course; that single entry book-keeping be studied in the last year of the grammar school; and that the natural sciences, English literature, and the standard authors of our own language shall form an important part of the studies of the high school. This last, established on its present basis in 1868, has graduated 8 classes, making an aggregate of 110 alumni. In sustaining it, the people are agreed that its leading object is not to fit young men for college, but to qualify the young of both sexes for the varied duties of maturer years.[1] It had 144 pupils on the roll in 1877.—(Report for 1877.)

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[1] The report says subsequently that while caring thus for the well being of the majority it should be clearly understood that ample attention will be given to those who desire to prepare for college. The classical course, which includes Latin, Greek, and French, will continue to be under the charge of experienced instructors, able to qualify students for any college in New England.

In *Portsmouth* the schools are classed as high, ungraded, grammar, intermediate, and primary. The last three consist of two divisions each, and each division has two classes, so that, with a year for each class, there are twelve years' work below the high school. The master of the highest division acts as supervisor of the lower ones in each ward, with a view to uniformity in methods of instruction, text books, and the observance of all rules. An evening school, conducted by volunteer instructors, is said to have done good service. The ungraded schools appear to be three suburban ones, but they must be of higher class than would be indicated by either term, for the committee says that they furnish some of the best scholars for the high school. This school is said to be accomplishing its objects perhaps better than at any previous time, giving a place to the classics and to modern languages, while laying the foundations of a solid English education. It had in it during the year 178 pupils with an average attendance of 134.—(Report for 1877.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL, PLYMOUTH.

The great aim of this school, its catalogue states, is to train teachers for their profession, and through them to effect improvements in the common schools. It includes three departments, a model, a preparatory, and a distinctively normal school; the first containing the scholars of the district; the second, the advanced scholars from the model school and candidates for the normal school not yet qualified to enter; the third, the real teachers' training school, with 2 courses, one of a year and the other of 2 years. The district pays the salaries of 2 teachers in the model school; tuition fees charged in the preparatory department make it self supporting; while in the normal school instruction is free. The pupils in the model school in 1876–'77 numbered 134; in the preparatory, 47; in the normal proper, 95, of whom 43 were graduated.

The school changed its principal in 1876, Rev. H. O. Ladd, who had served since 1873, retiring at the close of the summer term, and Professor Ambrose P. Kelsey, formerly principal of a State normal school in Maine and subsequently professor in the Albany State Normal School, New York, coming in during the fall term to supply his place.—(Report of the trustees for 1876–'77 and of a visiting committee of the legislature in the State report.)

TEACHERS' INSTITUTES.

A law of 1868 authorizing the holding of an annual institute in each county under the direction of the State superintendent was repealed in 1874; it does not appear to have been reënacted.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

A table in Superintendent Downs's report gives the statistics of 33 schools of this class, those of 8, however, being for 1876. The number of instructors reported is 90; of scholars, 2,760, of whom 1,197 were boys and 1,563 girls. All but 47 were resident in the State. Only 1,556 are put down as "pursuing higher branches," 925 as studying ancient languages and 356 modern languages. Eleven of the schools report libraries of 25 to 1,600 volumes, the whole number being 4,893. The average length of the school year was 34 weeks; the valuation of school property, 6 high schools not reporting, $525,000. In the general dearth of distinct information respecting high schools in the State reports, it is gratifying to get so full a statement as this.—(Report for 1876–'77.)

PRIVATE SECONDARY SCHOOLS.

Another table in the State report gives a list of 52 of these schools, with their statistics, those of 16 being for 1876. Two of the 52 are business colleges. Separating the statistics of these (6 teachers and 268 pupils), we have a total left of 168 teachers and 3,870 pupils, of whom 2,950 were resident in New Hampshire, 2,456 "pursuing higher branches," 1,053 studying ancient and 605 modern languages. In 26 of these schools there were libraries of 100 to 4,000 volumes, the aggregate number being 21,905. The valuation of buildings, apparatus, and grounds of the whole 52 (11 not reporting and 1 of the others reporting apparatus only) was $675,000.—(Report for 1876–'77.)

For further statistics of schools of this class, see Tables IV, VI, and VII of the appendix following, and the summaries of these in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

DARTMOUTH COLLEGE.

This college had an attendance in 1877 of 315 students in its collegiate department, of whom 69 were pursuing a scientific and 246 a classical course. Including the other departments, namely, agricultural, engineering, and medical, there was a total of 425 students attending.

Students are admitted to the freshman class, without examination, from such fitting schools as have a regular and thorough course of preparation for college of at least 3 years, on the certificate of their respective principals that they have completed the course of the senior year and have regularly graduated; also, that in addition to the proper moral qualifications they have mastered the entire requisites for admission, or their equivalents, as set forth in the catalogue. The first 3 months after admission are probationary, and such students as are during that time found unfit to go on with the classes are dropped.—(Return and catalogue.)

COLLEGES FOR WOMEN.

For full statistics of such schools reporting in 1877, see Table VIII of the appendix following, and a summary of it in the Report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Scientific instruction continues to be provided in the Agricultural and Mechanical College of the State, in the Thayer School of Engineering, and in the Chandler Scientific Department, all being departments of Dartmouth College.

The *Agricultural and Mechanical College*, organized in 1866, contemplates a new curriculum, which is to include most of the English portion of a regular college course, with such additional studies as will meet the necessities of the intelligent farmer. It is to occupy 3 years of 38 weeks each, and lead to the degree of bachelor of agricultural science. Number of students, 10.—(College catalogue, 1877–'78, return, and report of president in State report.)

The *Thayer School of Civil Engineering* aims to provide an exclusively professional training for young men of ability who may desire instruction of an advanced character. The course covers two years and is essentially a graduate course. The number of students in 1877 was 4.—(Catalogue and return.)

In the *Chandler Scientific Department* the course of instruction covers 4 years and leads to the degree of S. B. Candidates for admission to it must be prepared for a complete examination in reading, spelling, penmanship, English grammar, arithmetic, physical and political geography, physiology, American history, Olney's School Algebra, or an equivalent, and plane geometry. Number of students, 69 in the fall term of 1877, of whom 12 were in the first class, 23 in the second, 19 in the third, and 15 in the fourth.—(Catalogue and return.)

MEDICAL.

The *New Hampshire Medical Institution*, a department of Dartmouth College, had an attendance in 1877 of 96 students, of whom 20 had already received a degree in letters or science. The course for graduation is the usual one of 3 years' medical study under the direction of some regular practitioner, including two courses of lectures. An examination for admission is required of all who are not graduates of some reputable college, academy, or high school.—(Catalogue.)

SPECIAL INSTRUCTION.

TRAINING OF THE DEAF AND DUMB AND THE BLIND.

New Hampshire, like some other Commonwealths, avails herself of the advantages provided for instruction of these unfortunates in neighboring States.

REFORMATORY TRAINING.

In the State Reform School, Manchester, which has departments for both boys and girls, there were in May, 1877, 112 inmates receiving instruction in the elements of a common school training and in the practice of such industries as might prepare them for useful labor and eventual self support.

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The twenty-fourth annual session of the State Teachers' Association opened at Dover, October 11, 1877, and continued two days.

The following appear to have been the chief subjects presented and discussed during the meeting: "The importance of thorough instruction in first principles," by Professor Quimby, of Dartmouth College; "The elements of expression," by Prof. M. T. Brown, of Tufts College, Mass., with illustrative readings; "The common school," by Hon. J. W. Patterson, of Hanover, reviewing the history of schools up to the present time, comparing the German and American systems, and claiming that the grand cure for labor troubles and the chief security of republican institutions must be found in a good common school training for our youth; "How to teach spelling," by M. C. Hyde, of the Franklin High School, Salmon Falls; "The study of government in our schools," by H. H. Hart, of the Dover High School; "Teaching as a profession," by E. W. Westgate, of Lebanon High School; "A phonetic or universal alphabet," by L. A. Butterfield, of Boston, in the paper presenting which was given an interesting explanation of the Bell system of visible speech; "Object exercises in elementary instruction," by Miss Eliza H. Merrill, of Franklin Falls; "The teacher a student," by Principal A. C. Perkins, of Phillips Exeter Academy; and "The science of education," by Prof. A. S. Hardy, of Dartmouth, in which was advocated thorough education in all branches, morals and government included, rather than special instruction in a few, which may result in narrowness and fanaticism. This last—an admirable paper—is given in full in the State report, and will well repay perusal. Of four others there is also either a full report or an abstract.

On the second day, Principal Kelsey, of the State Normal School, gave a review of its history, plans, and work, and at the evening session State Superintendent Charles A. Downs spoke on "The educational outlook in New Hampshire," in which he said that school-houses, methods of instruction, course of study, text books, teachers, are far in advance of what they were a quarter of a century ago, but he seemed to think that, from the conflicting claims of various theories as to principles and methods of instruction, it is impossible to predict what the future educational condition may be.—(State report and New-England Journal of Education, October 25, 1877.)

OBITUARY RECORD.

EX-PRESIDENT ASA DODGE SMITH, D. D., LL. D.

Dr. Smith, who died August 16, 1877, at Hanover, N. H., was born at Amherst, in the same State, September 21, 1804. Consecrating himself early to the ministry, he began his preparation at 17, and entered Dartmouth College in 1826. He took high rank there, alike for scholarship and character, and was graduated with distinction in 1830. Appointed principal of the Limerick Academy, Maine, soon after taking his degree, he taught with great success for a year, and then entered the Theological Seminary at Andover, Mass. Completing there his studies for the ministry, in 1834 he accepted a call to the Fourteenth Street Presbyterian Church in the city of New York, and continued his connection with it during an eminently useful pastorate of nearly thirty years. While in this church he lectured for some time at the Union Theological Seminary, and published, among other things, a volume of Letters to a Young Student, 1832; a Memoir of Mrs. Louisa Adams Leavitt, 1843; and a Discourse on the Life and Character of Rev. Charles Hall, D. D., 1854, besides many articles in the American Theological Review, Biblical Repository, and New-England Journal of Education. The literary ability shown in these works, as well as in his lectures and pulpit discourses, together with his high character as a successful mover of the minds of men, induced the trustees of Williams College to make him a doctor of divinity in 1849,[1] and led Dartmouth College to recall him as president on the retirement of President Lord in 1863. He entered on this honorable office in the fulness of a vigorous and ripened manhood, and did noble work in it for thirteen years, adding largely to the departments of the college, increasing its endowment, gathering round it hosts of friends, and exerting the healthiest and happiest influence upon students and faculty. Devoting himself unremittingly to his labors, his health at length gave way beneath the strain, and in the latter part of 1876 he offered the trustees his resignation. They at first declined to receive it, hoping that temporary rest might recruit his strength; but the steady progress of disease at last compelled acquiescence in his wishes, and, lingering only long enough to see his successor installed, he passed peacefully away as the summer was drawing toward its close, leaving behind him the enviable reputation of having been one of the best of the New England college presidents.—(Funeral discourse by Prof. D. J. Noyes, and notices in Allibone's Dictionary, New York Tribune of August 17, 1877, The Dartmouth, and New-England Journal of Education of August 23, 1877.)

ALPHEUS BENNING CROSBY, A. M., M. D.

Dr. A. B. Crosby, professor of Dartmouth Medical College, died at Hanover, August 9, 1877. Dr. Crosby was born at Gilmanton, February 22, 1832. His father, the late Dixi Crosby, M. D., LL. D., was for many years a distinguished professor in the medical department of Dartmouth College, while his grandfather, Dr. Asa Crosby, was a celebrated physician of Sandwich, N. H. In literary ability and in the profession of medicine, the Crosby family has been one of the most remarkable in the country. Prof. Alpheus Crosby, the noted Greek scholar and professor at Dartmouth, the late Prof. Thomas R. Crosby, of the same college, the late Dr. Josiah Crosby, of Manchester, and Judge Nathan Crosby of Lowell, were uncles of the subject of this sketch. The deceased was graduated at Dartmouth in 1853, studied medicine with his father and in New York, received the degree of doctor of medicine at the Dartmouth Medical College in 1856, and then began the practice of medicine at Hanover, doing also much service by lecturing at teachers' institutes on physiology and hygiene. On the breaking out of the civil war he entered the service as surgeon, and attained the rank of brigade surgeon and medical director. He resigned in 1862, in the fall of which year he was made associate professor of surgery at the Dartmouth Medical College, and in 1871 was constituted professor, as the successor of his illustrious father. In the mean time he had been appointed professor of surgery in the medical department of the University of Vermont, and also chosen professor of surgery in the University of Michigan; subsequently he was given the same chair at the Long Island Hospital College, and also made professor of anatomy at the Bellevue Hospital College in New York City. At 38 years of age he thus enjoyed the rare distinction of filling at one time important chairs in five leading medical institutions.

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[1] The University of the City of New York followed this with the degree of LL. D. in 1864.

Dr. Crosby was a very skilful physician and a faithful instructor. Of fine presence, genial and courteous manners, an active member of the church, an accepted mason, with a character bearing the stamp of the purest knightly honor, his name will be transmitted as one of the noblest in the profession of medicine in America. The deceased was married to Miss Mildred Grassell Smith, at Baltimore, Md., July 26, 1862, and several children were born to them.—(Independent Statesman, Concord, August 16, 1877, and Recollections by Professor Sanborn in The Dartmouth of October 4, 1877.)

HON. JOHN CONANT.

This generous benefactor of the educational institutions of New Hampshire, born at Stow, Mass., in 1790, died April 7, 1877, at his home in Jaffrey, N. H. With scanty advantages for early literary training, by persevering study, he mastered the main elements of the best school courses, became a writer for the public journals, a lecturer on temperance and agriculture, and a representative of his town in the State legislature from 1834 to 1836. Accumulating wealth by industry and economy, he dispensed it liberally for the furtherance of education, giving $12,000 to the academy at New London, Merrimac County, $7,000 to the public schools of Jaffrey, and about $70,000 to the State Agricultural College at Hanover, besides many noble donations for religious and benevolent objects in the State.—(The Dartmouth, April 19, 1877.)

CHIEF STATE SCHOOL OFFICER.

Hon. CHARLES A. DOWNS, *State superintendent of public instruction, Concord.*

[Term, 1876–1878.]

NEW JERSEY.

STATISTICAL SUMMARY.

	1875–'76.	1876–'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5–18)	314, 826	318, 378	3, 552	....
Enrolled in public schools	196, 252	198, 709	2, 457	....
Average attendance in such schools	103, 520	107, 961	4, 441	....
Attending private schools	41, 964	42, 208	244	....
Attending no school	73, 733	72, 389	....	1, 344
SCHOOL DISTRICTS AND SCHOOLS.				
School districts	1, 368	1, 367	....	1
School buildings	1, 532	1, 546	14	....
School departments	3, 046	3, 081	35	....
Sittings in public schools	179, 711	182, 312	2, 601	....
Unsectarian private schools	235	198	....	37
Schools under some church influence	103	88	....	15
Average time of school in days	192	184	....	8
Estimated value of public school property.	$6, 449, 516	$6, 518, 504	$68, 988	....
TEACHERS AND THEIR PAY.				
Men teaching in public schools	978	954	....	24
Women teaching in public schools	2, 306	2, 356	50	....
Teachers licensed in the year	2, 122	2, 012	....	110
Average monthly pay of men	$66 42	$63 78	....	$2 64
Average monthly pay of women	37 39	37 04	....	35
INCOME AND EXPENDITURE.				
Whole receipts for public schools	$2, 154, 416	$2, 079, 907	....	$74, 509
Whole expenditure upon them	2, 154, 416	1, 929, 902	....	224, 514
STATE SCHOOL FUND.				
Permanent available fund	$1, 618, 633	$1, 650, 350	$31, 717	....

(Reports of State Superintendent Ellis A. Apgar for the two years indicated, with returns from the same for income, expenditure, and school fund.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State board of education*, composed of the trustees of the State school fund,[1] and the trustees and treasurer of the State Normal School, has by law "the general supervision and control of public instruction," with the duty of considering the necessities of the public schools and of recommending to the legislature such additions and amendments to the laws as may be deemed necessary to perfect the school system.

A *State superintendent of public instruction* is chosen every third year by this board and serves as its secretary and executive school officer, reporting to it in December of each year.

A *State board of examiners*, consisting of the State superintendent and the principal of the State Normal School, has the duty of examining teachers who desire certificates valid throughout the State and of licensing such as it may approve.

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[1] The trustees of the school fund are the governor, the president of the senate, the speaker of the lower house, the attorney general, the secretary of state, and the comptroller.

LOCAL.

A *county superintendent* for each county is appointed every third year by the State board of education to supervise the public schools and make report of them to the State superintendent by October 1 every year. The appointment is subject to the approval of the county board of chosen freeholders, but, if not objected to within a month, holds without further action.

A *county board of examiners* for each county is formed of the county superintendent and one, two, or three teachers holding first grade certificates, selected by him, to examine and license teachers for the county schools.

City boards of examiners, to test the qualifications of teachers for the city schools, are composed of such members as the city boards of education may select.

Boards of trustees for districts are chosen by the voters of each school district, and consist of 3 members elected for 3 year terms, one to be changed each year. (To these boards women are eligible.) They have charge of the schools of their districts, take, through their clerk, an annual school census, and report annually to the county superintendent. The district trustees constitute in each township a *township board of trustees*, which meets the county superintendent at such times as he may appoint, to hear from him suggestions as to the management of the schools and submit to him questions for advice or opinion.—(New Jersey School Law, revision of 1874, with amendments and later laws.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

Continued progress is evident from almost every item of the State report. The increase of school population is very nearly overtaken by the increased enrolment in public and private schools, while the increase of average attendance goes considerably beyond it, and the number attending no school is reported to be 1,344 less than in 1876. The number of school buildings, too, is greater by 14; of school departments, by 35; of sittings for pupils, by 2,601; of teachers, by 26; and the quality of this last increase is worth more than the mere number would indicate, the teachers licensed during the year past having been subjected to a more searching examination than ever before, and the standard for successfully passing the examination having been proportionately raised. Poorer teachers have thus been largely thrown out and better ones brought forward, so that the average teaching is likely to be very much improved. The only apparent retrogression is in a direction which has affected all the States, the depression of business having considerably diminished the receipts both for school buildings and for the support of schools. The result here, as elsewhere, has been a shortening of the average school term and a painful reduction in the pay of teachers, men getting $2.64 a month less on an average than in the preceding year and women 35 cents less. Good school-houses, too, probably from deferring improvements and repairs, are reported 26 less, while poor and very poor ones number 5 more. This, however, cannot last long in a State so favorably situated as New Jersey, and a steady rise in the value of its property is likely, with probable abundance hereafter of the means required for the support of schools. Indeed, all that is wanted, even now, to remove every ordinary obstacle to full success is a small local tax in every school district to supplement the allowance from the State, such local tax for school support having been raised in 1877 by only 273 districts out of 1,367, and for school buildings and repairs by only 373.

FREE AND UNIFORM TEXT BOOKS.

Superintendent Apgar refers with satisfaction to the fact that in 157 districts children are supplied with text books paid for by a district tax, and gives these reasons in favor of generally following their example: (1) That greater cheapness in supplying books can thus be easily secured, the wholesale purchase of them by a district inducing publishers to offer a discount of 50 per cent. from the prices individuals pay; (2) that greater permanence results from the same thing, the books, when purchased by the district, remaining in use till they are worn out, and the too frequent changes of them often urged by teachers being measurably prevented; (3) that time is thus saved to the children in their work, a pupil entering school being furnished with whatever books he needs, so that he may immediately begin his studies. Of course a uniformity of books is also the fruit of such supply by the school district, and is a great aid to uniformity of progress.

But while thus advocating district supply of books, with its consequent district uniformity, Mr. Apgar, unlike the superintendent in New Hampshire, does not favor a compulsory State uniformity. He admits that it has advantages, but thinks the policy objectionable, because it places too great a responsibility in the hands of the individual or the commission authorized to select the books for introduction, and necessarily renders practically valueless an immense number of whatever books have been in use. The chief argument in favor of State uniformity, moreover—that children moving from one district to another will not be required to purchase new text books—fails if there is public ownership of books in the districts; for then, whatever diversity of books there might be, a child going into a new district finds, on entering school, a full supply of means for study without any immediate expense.—(Report for 1876–'77.)

A GOOD SUGGESTION.

In view of the value of a knowledge of the natural sciences, and of the growing demand for such knowledge, Superintendent Apgar recommends that each school provide itself with a collection of objects illustrative of the botany and zoölogy of the region immediately around it. He says that within the bounds of many districts in the State 1,000 different insects, 500 species of plants, 200 species of birds, 20 different minerals, 30 species of fish, 20 different mammals, 20 different reptiles, and as many different batrachians may be found. A collection of one-half of these, he thinks, might easily be secured through the united efforts of teacher, pupils, and friends, while the effort to secure, preserve, and mount them would at once develop a considerable amount of latent intelligence on such points, help greatly to increase it, and lay the foundation for a series of collections that would be invaluable for future study of local natural history.—(Report for 1876–'77.)

Of course, mineralogical and geological specimens might also be collected, and, in the hands of a trained teacher, a cabinet of great interest would be the result. The suggestion is worthy of wider notice than in New Jersey only, and might well be acted on in any State.

KINDERGÄRTEN.

Thirteen of these schools for the young make more or less full report for 1877—1 of them at Camden, 1 at Carlstadt, 1 at Englewood, 1 at Hackensack, 4 at Hoboken, 1 at Montclair, 1 at Morristown, and 3 at Newark. The first mentioned presents no statistics, only reporting its transfer to new hands. The others give a total of 22 teachers and 467 children in more or less regular attendance for the year. For full particulars respecting each school, see Table V of the appendix following.

CITY SCHOOL SYSTEMS.

OFFICERS.

There being no general State law for the election and organization of boards of education in cities, such boards are formed in each city under special laws. They appear to be usually composed of 2 members for each ward or aldermanic district, chosen for terms of 2 years, one-half going out each year. In all the cities there are superintendents of the city schools, chosen, it is believed, by the city boards for terms of 1 to 3 years.

STATISTICS.

Cities.	Estimated population.	Children of school age.	Enrolment.	Average attendance.	Teachers.	Expenditure.
Camden	40, 000	11, 383	7, 387	4, 017	103	....
Elizabeth	25, 000	6, 984	3, 293	2, 033	49	$37, 869
Hoboken	33, 000	8, 771	4, 351	2, 664	66	....
Jersey City	120, 000	37, 482	18, 676	10. 899	286	222, 550
Newark	120, 000	37, 265	17, 517	11, 129	245	....
New Brunswick	18, 000	5, 496	2, 511	1, 759	42	40, 656
Orange	11, 300	3, 513	1, 413	983	30	23, 091
Paterson	39, 500	13, 193	8, 446	4, 374	101	75, 254
Trenton	26, 000	9, 356	3, 569	2, 272	65	44, 462

NOTE.—The figures here given, except for population and expenditure, are taken for the sake of uniformity from the tables in the State report for 1876–'77. They differ slightly in some cases from both printed reports and written returns which seem to cover the same period.

ADDITIONAL PARTICULARS.

Camden reports to the State superintendent a material advancement in the grade of studies, 3 new school buildings, a thorough repair of others, and a degree of discipline, decorum, and success in study which has been alike gratifying to teacher, parent, and pupil. It has a normal class for special preparation of its own teachers.

Elizabeth, classing its schools as primary, grammar, and high, had in 1876–'77 each of three different schools divided into these departments, 3 other schools appearing to have been unclassified. There were also 2 evening schools maintained in the winter of that year, enrolling 523 pupils, with an average attendance of 154. The cost of these was $1,265.—(Report of board of education.)

Jersey City has been hindered in its school work by lack of accommodation for its pupils, the youth of school age increasing much faster than the school buildings. In consequence of this, great numbers of children have to be turned away from the doors of its schools, while the attendance reported is said, by the superintendent, to be secured by frequent crowding in of at least 1,000 more than the schools will comfortably seat. This is the more to be regretted because, according to the county superintendent's statement, the public schools have been gaining on the private ones, and because a church school, with about six hundred pupils, was discontinued that the children might attend the public schools. The figures in a separately published report differ from those in the State report as follows: Total enrolment, 20,876; average attendance, 11,126; teachers, 290. The course of instruction, a modification of what has been in use for several years, was adopted in the autumn of 1875, and made obligatory in 1876. It adds much to the amount of oral instruction required, especially in object teaching, and extends through 6 primary and 6 grammar grades, besides the 3 classes of the high school. Elementary science is taught orally throughout. The evening schools, which the board has been wont to maintain for 18 weeks from the second Monday in October, had to be remitted for the year past from insufficiency of funds. A Saturday normal class, for the preparation of teachers for the city schools has, however, been continued as in previous years, and with apparently increased efficiency. The city high school is also utilized for the same purpose, and a special training department, for such pupils as desire to become teachers, was added during the year.—(Annual report of the board of directors of education and of Superintendent Dickinson for 1876–'77.)

Newark, through the retiring superintendent, George B. Sears, reported for 1876–'77 some addition to its school accommodations, but still a want of further room. More than 200 pupils were promoted, on examination, from the grammar schools to the high school, and the graduating class from it was the largest thus far. The Saturday normal school also graduated a large class. Professor Smith's system of industrial drawing, under a special teacher, was introduced, and the city schools are reported to be in a generally prosperous condition.

New Brunswick, in a separately published report, gives figures differing from those in the State report, as follows: Enrolled, 2,604; average attendance, 1,733. It also reports the systematic study of Professor Walter Smith's industrial drawing, for the first time, in all the departments; the opening of an evening school for males, with a total enrolment of 141 and an average attendance of 81, at a cost of $366; and the attendance on the schools so generally good that sometimes the record at the close of the month has been "every one present every day."

In *Orange*, unusual attention to vocal music under a special teacher, with daily practice under the regular teachers, is said to have resulted, even in the primary grades, in ability to read and sing exercises at sight, while in the higher grades four and even five part music is sung in a manner that would be creditable to adult choirs.—(Report of Superintendent U. W. Cutts.)

Paterson maintained for the year ending March 20, 1877, primary, grammar, high, normal, and evening schools, 24 in all, giving greater attention than previously to oral and object teaching. Habits of observation have thus been stimulated, and accuracy in expression has been cultivated in even the youngest pupils. A system of monthly examinations has been continued throughout the year, and is said to have been a great incentive to close application and thorough training. As one result, 63 out of 73 candidates for admission to the high school during the year were successful. A normal class in the high school furnished some good substitute teachers, but it did not prove, on the whole, a success. The Saturday normal school, with 4 teachers, enrolled 80 teachers as pupils, besides 25 candidates for the position of teacher, 1 of whom was graduated.—(City report for 1876–'77.)

Trenton makes no report of its school system beyond the figures included in the table, which show a small enrolment for such a number of children of school age.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL, TRENTON.

The State normal school reports an attendance during the year 1876–'77 of 261 students, 54 men and 207 women; average attendance, 208. There are 2 courses of instruction, one extending through 2 and the other through 3 years. Of the 37 students graduated in 1877, only 8 were from the short elementary course, the remaining 29 having completed the 3 years' course. Five of the 37 were men and 32 women. A model school connected with the institution furnishes the pupils of the normal school opportunities for both observation and practice in teaching; it had an average attendance of 309.—(Catalogue, 1876–'77.)

An inquiry extending back for several years showed some time ago that 98 per cent. of the graduates of the school entered upon the work for which they had prepared themselves. Another, instituted by Superintendent Apgar, shows that on an average the graduates teach at least four and a half years, and that those who have spent some time in the school, without graduating, teach for an average of two and a half years. The pledge given to the State by the pupils, that for the free tuition granted them they will teach at least 2 years in the State schools, is thus proved to be more than fully redeemed, the graduates, as a rule, teaching more than twice as long as they have pledged themselves for, and the undergraduates, as a rule, 6 months beyond the time.—(State report, 1876–'77.)

OTHER NORMAL TRAINING.

Besides the training at the Normal School in Trenton and at the Farnum Preparatory School, in Beverly, which is its specially recognized feeder, several of the cities of the State have organized normal classes for fuller instruction of their junior teachers in methods of instruction, discipline, and management. These classes appear to have been open also to persons not already teachers who desired to qualify themselves for teaching. In Gloucester County a similar class has been formed by the county superintendent, holding its sessions on the first Saturday of each month and having an average of 30 teachers in attendance. In Burlington County, the teachers themselves organized a class, elected the county superintendent as its teacher, and, entering upon systematic study, are reported by him to have made such progress through monthly meetings that even in so abstruse a matter as the calculus "there is no shape or combination of the ten functions, however complex, * * * that can command * * * hesitancy on the part of the members of the association." In 3 other counties kindred associations have been formed, meeting monthly or every two months, for the purpose of increasing the usefulness and efficiency as teachers of their promoters.

TEACHERS' INSTITUTES.

In addition to the above-mentioned voluntary gatherings and normal classes, normal institutes, which all the teachers are expected to attend, have been held in every county of the State save one, each being a sort of training school as to subjects and methods of school work. At most of these the State superintendent appears to have been present as one of the instructors, with aids from other States; and from the enthusiastic manner in which the meetings are noticed in the county superintendents' reports, it is evident that they must have done good service.

SCHOOL JOURNAL.

The New Jersey Public School Journal, Bloomfield, persevered during 1877 in its useful monthly issues, but with comparatively scanty patronage in the face of the large rivalry of older journals.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Schools of this class exist at Beverly, Elizabeth, Hoboken, Jersey City, Newark, New Brunswick, Orange, Passaic, Paterson, Phillipsburg, Rahway, Trenton, and Vineland, while studies of high school grade appear to be prosecuted in the senior departments of other places. Information from all these places except Hoboken indicates an enrolment of 1,861 in these high schools, with an average attendance of 1,475, under 65 teachers, while in high school departments in Essex County were 169 pupils more. In 9 places 154 high school pupils were graduated.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory schools for colleges, see Tables IV, VI, and VII of the appendix following, and the summaries of these in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

The colleges in this State are the College of New Jersey, Princeton; Rutgers College, New Brunswick; St. Benedict's College, Newark; and Seton Hall College, South Orange. Burlington College, still so called, remains only a preparatory school. For statistics of reporting colleges, see Table IX of the appendix following, and a summary of it in the Report of the Commissioner preceding.

The *College of New Jersey*, enrolling pupils from 26 States, 3 Territories, and 6 foreign countries, has the usual entrance examinations of the best colleges, and offers to those who successfully pass these examinations a course embracing literature, science, and philosophy. In literature, with the usual Latin, Greek, French, and German, Sanskrit is also prosecuted to some extent, and courses in Anglo-Saxon and early English are proposed for 1878–'79. Special attention is given in this department to the continental and English languages and to the writings of the best authors in them. In science, work in the museum, laboratory, and observatory is continually mingled with the instructions of the lecture and recitation rooms. The means of illustration in these lines have been recently much enlarged through the collections made by a scientific expedition of professors and students which went to Colorado in the summer of 1877, and through the erection of a new and well equipped astronomical observatory. In philosophy, the lectures and recitations embrace the historical, ethical, social, and political aspects of the subjects presented, the relations of science and religion receiving special discussion.

Since 1869, a choice of studies has been allowed within strictly defined limits. Two years' study of classics and mathematics is required of all; and encouragements are held out by elective courses to the continuance of the study of these during the whole 4 years. For the first 2 years all take the same course. At the close of the second there is a rigid examination, and those who pass it are at liberty to make a selection of a portion of the studies for the remainder of the course.

Graduate courses of study were established experimentally in 1877. They are to be more fully organized in 1878, and will embrace instruction in philology, philosophy, and science.

The system of fellowships for specially successful and deserving students, detailed in the Reports of the Commissioner of Education for 1875 and 1876, is still continued, affording the students chosen an opportunity for a year of extra study beyond the collegiate course, under the direction of the faculty, in certain designated lines.

There was an attendance, in all departments of the college, of 496, of whom 49 were scientific and 44 graduate students.—(Catalogue for 1877–'78.)

Rutgers College has a similar arrangement of obligatory studies up to the close of the sophomore year. These are intended to be of such a character as to be equally useful, whatever subsequent profession or career be chosen. During the junior and senior years some subjects are required of all regular students, while several others are made elective.

The number of students here in 1877 was 173, of whom 41 were scientific.—(Return and catalogue.)

COLLEGES FOR WOMEN.

Three institutions for the superior instruction of women, in this State, report statistics, for which see Table VIII of the appendix following, and a summary of it in the Report of the Commissioner preceding. Only one of these institutions is chartered; all teach music, drawing, painting, French, and German. Two report apparatus for the illustration of chemistry and physics; 1, a cabinet of natural history; 1, a gymnasium; all report libraries, 2 with 1,000 and 1 with 500 volumes.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Scientific instruction is provided at Rutgers Scientific School, a department of Rutgers College; at the Stevens Institute of Technology, Hoboken, and at the John C. Green School of Science, a department of Princeton College.

Rutgers Scientific School, which is also the State College of Agriculture and the Mechanic Arts, offers 3 distinct lines of study: (1) Civil engineering and mechanics, (2) chemistry as connected with agriculture, and (3) chemistry in its general theory and practice. The regular course covers 4 years, but special students are received and allowed to take any part of it. According to the law, a certain number of students from each county are admitted free of charge for tuition. There were 41 regular students in 1877, besides 5 in special or partial courses.—(Catalogue and return.)

The *Stevens Institute of Technology* aims to fit young men of ability for leading positions as mechanical engineers and for other scientific pursuits. Instruction is given in the elementary and advanced branches of mathematics and their application to mechanical constructions, in chemistry, physics, mechanical drawing, and engineering, belles lettres, and the French and German languages. The number of students attending was 87.—(Catalogue and return.)

The *John C. Green Scientific School* was established to give a thorough training in general science and art, with a liberal education in certain academic studies. Provision is also made for the special pursuit of certain studies of the general course and of the professional courses of civil engineering and architecture. There are two courses in general science, an undergraduate one of 4 years, leading to the degree of bachelor of science, and a graduate course leading to that of master of science.—(Catalogue of the College of New Jersey, 1877–'78.)

For full statistics of scientific schools, see Table X of the appendix, and a summary of it in the Commissioner's Report preceding.

THEOLOGICAL.

The institutions for instruction in theology are the *Drew Theological Seminary,* Madison (Methodist Episcopal), the *German Theological School of Newark, N. J.,* Bloomfield (Presbyterian), the *Theological Seminary of the Reformed (Dutch) Church in America,* New Brunswick, and the *Theological Seminary of the Presbyterian Church,* Princeton. In all these, the regular course of instruction in theology covers 3 years. An examination is required of all applicants for admission who are not college graduates in all except the German Theological School of Newark, N. J., at Bloomfield, where there is provided, in addition to the theological, a preparatory, or academic, course of instruction covering 3 years.

For statistics of these schools, see Table XI of the appendix, and the summary in the Commissioner's Report preceding.

SPECIAL INSTRUCTION.

TRAINING OF THE DEAF AND DUMB, OF THE BLIND, AND OF THE FEEBLE-MINDED.

Governor Bedle, in his annual message to the legislature relating to 1877, says that the practice of educating pupils of these classes in the institutions of neighboring States is still continued, this method being found both economical to the State and advantageous to the pupils. The number of pupils and cost for the year were: 107 deaf and dumb, $30,368; 47 blind, $12,490; 32 feeble-minded, $7,969.

REFORMATORY AND INDUSTRIAL TRAINING.

The *State Industrial School for Girls*, Trenton, had committed to it for the year ending November, 1877, 20 new pupils, making, with those in the school at the date of the preceding annual report, 53. Of these, 14 were indentured, 12 discharged, and 1 escaped. The progress of the girls in the several branches of literary and industrial study pursued is said to have been satisfactory, and the reports from those indentured warrant the belief that five-sixths of those who have been subjected to the training of the school since its opening are now leading moral and useful lives.—(Catalogue.)

The *New Jersey State Reform School*, for juvenile delinquents, Jamesburg, possessing a considerable amount of land, has most of its farm labor, as well as that of the household, performed by the boys committed to it. Training in gardening, tailoring, rug making, and other manual industries is also combined with instruction in morals and in the prime elements of the common school studies. At the close of 1876 there were 214 boys remaining in the institution, the buildings of which are understood to have been since destroyed by fire.

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The State Teachers' Association met at New Brunswick, N. J., August 28–29, 1877. The teachers were welcomed to the city by Professor Atherton, of Rutgers College, and Mr. Haynes, of Newark, responded, briefly reviewing the history of the association. The president delivered his address on "The men the times demand;" Mr. F. R. Brace, superintendent of schools for Camden County, read an essay on a "Course of study for district schools;" Mr. W. R. Martin, of Jersey City, a paper on "The vitalizing of English grammar," and Mr. A. C. Apgar, one on "School museums." In the evening Rev. J. E. Forrester, D. D., of Newark, delivered a lecture on "Modern forces." On the following day papers were read on "School management," by Mr. E. R. Pennoyer, of East Orange; on "Industrial drawing," by Mr. J. F. Street; on the "Metric system," by State Superintendent E. A. Apgar; and on "Geometry in our public schools," by Mr. Corkery, of South Amboy. One on "The relation of the Kindergarten to the common schools," by Miss Kate French, was read, in her absence, by Mr. Robert W. Prentiss. After discussion of some of the subjects presented, in which many participated, several resolutions were adopted and the association adjourned.—(New Jersey Public School Journal, October, 1877.)

STATE ASSOCIATION OF SCHOOL SUPERINTENDENTS.

Meetings of this body, which is composed of all the county and city superintendents in the State under the presidency of the State superintendent, are required by the law to be held annually, and are doubtless so held, although no notice of them usually appears.

OBITUARY RECORD.

SUPERINTENDENT GEORGE B. SEARS.

This gentleman, who had been for 19 years the executive officer of the board of education in Newark and had brought the school system of that city up to a high degree of efficiency, died there November 17, 1877. When he resigned his position in the summer preceding, the school authorities testified their respect and regard for him, and the resolutions both of the school board and of the city association of school principals, passed after his death, speak of him and of his work in terms of the highest commendation.

CHIEF STATE SCHOOL OFFICERS.

His Excellency GEORGE B. MCCLELLAN, *ex officio president of the State board of education, Trenton.*
Hon. ELLIS A. APGAR, *State superintendent of public instruction, ex officio secretary, Trenton.*

NEW YORK.

STATISTICAL SUMMARY.

	1875–'76.	1876–'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5–21)	1,585,601	1,586,234	633	....
Enrolled in public schools	1,067,199	1,023,715	....	*a*43,484
Average daily attendance	541,610	559,537	17,927	....
SCHOOL DISTRICTS AND SCHOOLS.				
School districts in the State	11,285	11,287	2	....
Public school-houses	11,824	11,833	9	....
Average time of school in days	175½	178½	3	....
Estimated value of school property	$31,017,904	$30,386,248	....	$631,656
TEACHERS AND THEIR PAY.				
Men teaching in the public schools	7,687	7,850	163	....
Women teaching in the same	22,522	22,311	....	211
Whole number of teachers employed	30,209	30,161	....	48
Average annual salary	$411 83	$401 04	....	$10 79
Average weekly pay	11 73	11 23	....	50
INCOME AND EXPENDITURE.				
Whole receipts for State schools *b*	$12,673,273	$12,110,904	....	$562,369
Whole expenditure for them	11,439,039	10,976,235	....	462,804
Remaining on hand	1,234,234	1,134,669	....	99,565
STATE SCHOOL FUND.				
Whole available State fund	$3,105,107	$3,130,763	$25,656	....

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[a] This large decrease is apparent only; it arises from the fact that in New York City children who attended two different schools in the same year have heretofore been enumerated twice instead of once, as at present. The attendance is really larger than ever before.

(Reports of Hon. Neil Gilmour, State superintendent of public instruction, for the two years indicated. The receipts for school purposes in both years include amounts remaining on hand from preceding years. The expenditures given are exclusive of such amounts. Other figures, from written returns, may be found in Table I of the appendix to this report.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

For the supervision of common schools throughout the State, there is a *superintendent of public instruction*, elected by the legislature every three years, with a deputy superintendent appointed by him.

For oversight of academies, academical departments of union free schools, literary and medical colleges, in addition to the above officers, there is a *board of regents of the university*, all the colleges chartered by the State being considered a portion of such university and all the academies and high schools preparatory departments of it. This board consists of 19 members chosen by the legislature for life service, with the governor, lieutenant governor, secretary of state, and superintendent of public instruction as members ex officio.

LOCAL.

For supervision of public schools in minor sections of the State, there are (1) *school commissioners of commissioner districts*, elected triennially by the people to supervise the public education of counties or parts of counties; (2) in cities, *boards of school commissioners, of education*, or *of public instruction*, usually chosen by the people for terms of three years each, with annual change of one-third of the members, and having ordinarily city superintendents for steady supervision and visitation of schools; (3) *district school officers,* chosen by the voters of the school districts into which townships are generally divided, and consisting either of a single trustee chosen for a year's service or of three such chosen for terms of three years, with change of one member every year, and with a clerk, a collector, and a librarian, elected by the district each year. Union school districts choose 3 to 9 trustees, one-third changeable annually.—(School law, edition of 1877.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

The statistics show a very slight increase, only 633, in the reported number of children of school age; an apparent decrease in the public school enrolment (due to a proper change in computing the enrolment in New York City from the plan heretofore adopted), and an average attendance greater by 17,927. Notwithstanding the apparent decrease in enrolment mentioned, the State superintendent says that the enrolment was really higher in 1877 than ever before. These figures are creditable to the schools; for, while they indicate that there has been a temporary arrest of the past large increase of school population, they tend to show that teachers and school boards have been able to awaken greater interest than heretofore in those who have come under their influence, and thus to hold them more steadily and regularly to their work. In other things no special change appears, beyond the falling off in teachers' wages and in the receipts and expenditures for schools, decrease in respect to both which has been common throughout the country. The number of teachers employed was somewhat smaller in 1876–'77 than in the preceding year, but the number continued in their places throughout the legal school year was larger by 396; and, as frequent change is the great bane of schools, increasing permanence is a favorable sign. In the face of strong movements both by the State superintendent and the State Teachers' Association to have a township school system substituted for the present district system, the latter, a great source of inconvenience and abuse, with few exceptions, still retains its hold throughout the State.

The private schools reported show a great falling off in their enrolment, the number for 1876–'77 having been 117,154 against 134,404 in the preceding year, a difference of 17,250. The academies, too, numbered 656 fewer pupils and the normal schools 152 less than in 1875–'76. All this indicates the continued pressure of hard times, consequent enforced economy in all expenditure, and probably frequent changes of population from place to place, leading to the withdrawal of many pupils from the schools.

The number of Indian children residing on reservations in the State was 1,646, or 28 less than in 1875–'76; the number in schools, 1,099, or 18 less; the average attendance, 597, or 9 more.—(State report.)

TEACHING OF DRAWING.

The act of 1875 which required that industrial or free hand drawing should be included in the courses at the normal schools, in some department of each city system, in each union free school, and in each free school district incorporated by special law, has been generally complied with. In some instances it had been introduced before the passage of the act, and some schools not included in the provisions of the law have voluntarily undertaken it. In some cases the instruction is under the direction of specially trained teachers; in many other instances it is not, the intention, however, being eventually to have specialists in charge. With a view to some uniformity in this and in the results to be secured, Superintendent Gilmour suggests to the legislature that provision be made for one or two special teachers to visit the schools that are required to have drawing taught, give lessons to the teachers, and supervise the work.—(State report.)

COMPULSORY SCHOOL LAW.

Inquiries made in 1876–'77 of city superintendents as to the carrying out of the provisions of the acts of 1874 and 1876 "to secure to children the benefits of an elementary education" showed Mr. Gilmour that no effective steps have been taken to enforce these acts except in the city of New York. There a superintendent of truancy and 12 agents were appointed to enforce the law, and 12,599 cases were investigated. In nearly half of these cases the children were found to have been kept at home by parents, by sickness, by poverty, or by physical disqualification for attendance, while in 1,159 cases the homes of absent children could not be found. Nearly one-third were placed in school and 79 were committed to institutions where they would be duly cared for. Instructions have been issued to the school officers of the other school districts in the State to prepare and file with the county clerks lists of all children entitled to schooling, with their ages, that absentees from school may be readily traced.

ADDITIONS AND AMENDMENTS TO THE SCHOOL LAWS.

The legislature on March 3, 1877, passed an act requiring a collector of taxes to give ample public notice to the taxpayers of school districts and special notice to the nearest agent of any railroad corporation assessed for taxes in the district, of the receipt of his warrant for the collection of the taxes, and to indicate, in the former case two weeks beforehand, in the latter ten days beforehand, the expiration of the time for voluntary payment. On May 3, an act was passed allowing the trustees of any school district adjoining a city to enter into written contract with the city school board for the instruction of the district pupils in the city schools for 28 weeks or more in any school year, the city board to report, in such case, the youth of school age in the district and pupils from it in the city schools as if they were residents of the city. On April 17, an amendment to the law respecting boards of education in union free school districts was passed requiring the consent of a majority of the legal voters entitled to vote on questions of taxation before the appointment of a clerk to the board not of its number. Heretofore, the clerk had to be one of the members of the board; now he need only be a resident of the district, and cannot be either a trustee or a teacher in the employ of the board. But, if the district make no provision for the payment of the salary of a separate officer, the board is still to appoint one of its members clerk. In either case he is to serve as librarian also. June 5, a fourth law was enacted "to prevent frequent changes of text books in schools." It gives school boards in cities and villages the right to designate the text books to be used in the schools under their charge, and remits the matter in rural districts to the decision of a two-thirds vote at the first annual meeting after the passage of the act. After the adoption of any book it is not to be superseded by another, except upon a three-fourths vote of the city or village school board or of the voters at the annual meeting of a rural district.

KINDERGÄRTEN.

Statistics and other information respecting 18 schools of this class reporting for 1877 may be found in Table V of the appendix to this Report.

CITY SCHOOL SYSTEMS.

OFFICERS.

In each city there is a board of chosen citizens in charge of the interests of public schools, these boards varying in number and in name, each having usually a superintendent of city schools as its executive officer. In New York City the board consists of 21 commissioners from the city at large, appointed by the mayor, who also appoints 3 inspectors for each of the 8 school districts into which the city is divided. The commissioners and inspectors serve for terms of 3 years, one-third being liable to change each year. Every 2 years the board elects a city superintendent of schools and seven assistant superintendents; and, having first appointed 5 trustees of schools for each ward, changes or reappoints 1 of the 5 each year, securing thus a union of fresh life and tried experience.

STATISTICS.[a]

Cities.	Population.	Children of school age.	Enrolment.	Average attendance.	Teachers.	Expenditure.
Albany	86, 013	36, 000	14, 555	8, 678	196	$187, 905
Auburn	18, 359	5, 162	2, 616	1, 944	49	39, 017
Binghamton	15, 550	4, 517	2, 946	2, 046	59	40, 425
Brooklyn	484, 616	149, 132	90, 048	49, 027	1, 213	1, 125, 851
Buffalo	134, 573	40, 000	22, 807	13, 588	424	316, 869
Elmira	20, 538	5, 583	4, 451	2, 979	76	59, 297
Hudson	8, 828	3, 598	1, 415	750	23	11, 247
Ithaca	10, 100	2, 501	1, 729	1, 205	31	24, 520
Kingston[b]	7, 500	....	1, 790	1, 172	27	32, 497
Lockport	12, 624	4, 000	2, 751	1, 606	43	34, 998
Long Island City	15, 609	5, 170	3, 792	1, 914	39	38, 199
Newburgh	17, 327	5, 885	3, 415	2, 195	49	51, 347
New York	1, 045, 223	375, 000	205, 327	125, 777	2, 830	3, 485, 993
Ogdensburg	10, 076	4, 053	1, 848	1, 010	26	14, 381
Oswego	22, 455	8, 831	4, 383	2, 780	69	71, 019
Poughkeepsie	19, 859	6, 002	3, 808	2, 180	59	35, 237
Rochester	81, 673	29, 146	11, 838	7, 867	210	198, 918
Schenectady	12, 748	4, 450	2, 353	1, 530	37	35, 018
Syracuse	48, 315	16, 824	9, 265	7, 074	173	112, 920
Troy	48, 821	18, 000	9, 169	5, 127	142	116, 237
Utica	32, 070	11, 200	5, 016	3, 315	93	62, 602
Watertown	10, 041	3, 151	2, 010	1, 212	42	28, 584

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[a] The figures here given are from the tables of the State superintendent's report, as far as possible. Those for Ithaca and Kingston, not being distinguishable in his tables, are from accounts furnished by the local school authorities. The number of teachers is from the list of those continuously employed.

[b] The statistics for Kingston here, as in Table II in the appendix, include only the Kingston school district, which is a portion of the city. Those for the remaining part, furnished by Commissioner Edmund Ryer, make up a total of 6,958 youth of school age, 4,012 enrolled in public schools, and 2,233 in average attendance, under 60 teachers.

ADDITIONAL PARTICULARS.

Albany, in accordance with the law of 1875 requiring cities to have industrial or free hand drawing taught, has added the former to the course of instruction. Considerable addition has been made to the seating capacity of the schools by the completion of a new and commodious primary school building, besides that for the high school, mentioned last year. Eight evening schools were maintained from November 13, 1876, to February 5, 1877, but, perhaps from inexperience in the conducting of such schools, the results were not encouraging. In other respects there appears to have been a successful session of the schools.—(Report of the board of public instruction for the year ending April 30, 1877.)

Auburn reports improved attendance on the schools, better discipline, and larger accommodations; that complete sets of the New American Cyclopædia have been provided for reference in each of the city grammar schools. The compulsory education law is said to have been practically a dead letter in the city, not from any disposition on the part of the board to ignore its provisions, but from a conviction of the impracticability of executing them. In the appointment of teachers, the rule has been adopted of proportioning salaries to experience and success in teaching.—(Report of board of education for the year ending July 31, 1877.)

Brooklyn.—Of the schools of this city the only intelligence secured beyond the figures in the table is a statement of the superintendent, in a circular to the teachers in 1877, that "one-half of the pupils in the public schools of the city never reach the grammar department * * * and leave the schools at the age of 11." Besides the teachers in day schools given in the table, there were 192 in evening schools.

In *Ithaca* the schools are divided into primary, intermediate, grammar, and high school departments, each of three grades of one year each. The first year of the high school course is preparatory, those passing an examination in its studies and holding regents' certificates being allowed to take up second year studies. This school had in 1876–'77 an attendance of 175, of whom 95 were girls. The number of regents' certificates secured during the year was 73, an increase of 36 over the preceding year and of 39 over the average of 9 previous years.—(Report of board of education for 1876–'77.)

Kingston, not including the whole city, but that part forming the "Kingston school district," reports an increase in enrolment, average number belonging, and average daily attendance, with a slight falling off in the percentage of attendance. Promotions from the grammar schools to the high school have been made upon a new plan, which has been found to work well, the principal of the high school and those of the grammar schools uniting in the examination of candidates; only those who secure the suffrages of these examiners and of the members of the school board are promoted. Since 1875 the board has dispensed with the services of a superintendent, the main duties of that office being performed for each school by its principal; the clerical work, by a person employed at small expense. The schools are said to have worked on this plan apparently as well as formerly.—(Report of board of education of Kingston school district for 1876–'77; statistics of remaining portion of the city from Commissioner Edmund Ryer.)

New York.—Besides the Normal College, with its Saturday classes for young teachers and its training school, the schools here include 46 grammar schools for boys, as many for girls, and 12 for both sexes; 47 primary schools, 66 primary departments; 19 evening schools for males, 14 for females, and 1 evening high school for males; all for whites. For colored children there are also 5 grammar schools, 2 for boys, 1 for girls, and 2 for both sexes, with 3 primary departments, and 2 evening schools to which both sexes are admitted. These, with 1 nautical school for the training of young seamen, make 265 schools and departments under the management of the city board of education, while 15 corporate schools, not included in the city system, partake of its benefits and come to some extent under its supervision. Taking all these, the full enrolment for 1877 amounted to 255,847 and the average attendance to 127,026.

Of the 3,251 teachers, 428 were men, of whom 6 filled the chairs of president and professors in the Normal College, 4 of these, with 3 extra male instructors, assisting in the Saturday sessions of that college for young teachers. The whole remainder consisted of female principals, vice principals, assistants, and special teachers, including the lady superintendent of the Normal College, 27 female teachers in the same, and 19 in its training school. The efficiency of the teaching by females has been so well and amply proven that Superintendent Kiddle thinks the force of male teachers might safely be reduced in the interests of economy, especially in the lower schools, and female teachers substituted at lower rates.

He expresses the conviction that the educational work of the city system as a whole is exceedingly well done; the curriculum of study successfully carried into effect; and the results, in all the branches of instruction prescribed, in a greater or less degree satisfactory. He does not think, therefore, that any portion of the curriculum should be abandoned, as some, in their zeal for lessening expenses, are disposed to urge. In point of economy he can perceive no considerable advantage likely to result from such abandonment; for, were the system of instruction reduced to the simplest rudiments of reading, writing, and arithmetic, the time of instruction would not be shortened, the corps of teachers could not be much reduced, and the buildings and furniture required for the accommodation of the pupils would still be needed. And in point of educational improvement he can see no prospect of benefit from reduction of the course, for this is so arranged at present that but few subjects are presented at one time. Commencing with reading, spelling, writing, and elementary arithmetic, the course brings in the new studies not all together, but singly, and as they have been prepared for, including geography, grammar, the history of the United States, and others auxiliary to these, up to algebra, which is taught to prepare pupils for admission to the two city colleges. Drawing and music, too, are taught with strict limitations as to time; and even the economist, he thinks, will scarcely doubt the industrial and social value of these branches. If, then, the minds of pupils are in any cases overloaded, it does not, in the superintendent's judgment, result from too full a course, but from the fault of some principals in promoting prematurely those branches under their care, instead of giving the pupils full time to master everything.

Improvements suggested are (1) putting primary and grammar departments into one school building, (2) bringing boys and girls together in the grammar schools, and (3) consolidation of small schools in the immediate vicinity of each other. A greater uniformity of organization and a greater efficiency would be thus secured, while economy would be promoted by thus dispensing with the services of several supervising principals. The union of boys and girls in one school the superintendent looks on with special favor, the testimony of the principals of the schools in which it has been tried being uniformly favorable as to its beneficial influences.

In the evening schools—which numbered 18,939 enrolled pupils, with an average attendance of 7,809—there was a decrease from the preceding year both in enrolment and attendance, but a greater proportion continued to attend during the term, and the certificates of good conduct were more numerous. The evening high school is reported to have been as prosperous and to have done as efficient work during its term of 120 nights, closing on April 3, 1877, as in any preceding year.

The corporate schools, which form an important adjunct to the city system, numbered 47, of which 20 belonged to the Children's Aid Society and 11 to the Female Guardian Society. These schools are under the management of their respective boards of trustees, by whom the teachers are appointed; but they are subject to the general supervision of the board of education and its officers, for the purpose, especially, of securing compliance with the State law which forbids sectarian books and sectarian instruction in the public schools. The whole number taught in these schools for the year was 24,246; the average attendance, 9,845; number of teachers, 199, of whom 111 were licensed by State authority.—(Thirty-sixth annual report, for the year ending December 31, 1877.)

In *Oswego*, school work was greatly hindered during the early portion of the year by the prevalence of scarlet fever and measles, which diminished the classes in some cases by two-thirds for weeks together, making it necessary for teachers to go a second time over the work of that period for the benefit of large numbers unavoidably absent. Notwithstanding these discouragements, the faithful efforts of teachers and pupils combined are reported to have secured, in most instances, a successful completion of the year's work, 89 per cent. of the number in average attendance having obtained promotion on the basis of a strict annual examination, in connection with the average monthly reports. Pupils in other than public schools numbered 1,313; in the high school, 124, with an average attendance of 100.—(Report of board of education for the year ending February 15, 1877.)

Of *Rochester* there is no other report than the figures given in the preceding table and in Table II of the appendix to this report.

Schenectady reports a gradual improvement in the public schools. Industrial drawing was introduced in 1876, and a year's experience has shown the wisdom of teaching it. The Union Classical Institute, which Professor Stanton did much to bring to a high standard years ago, appears to maintain largely its former reputation, and is said to fully pay for its cost in its stimulating influence upon the lower schools. The number promoted to it in 1877 was 35, against 36 the preceding year.—(Annual report of the board of education for the year ending June 30, 1877.)

In *Syracuse* the board says that it has never been able to present so favorable a report in relation to school attendance. Of the whole number enrolled, the average number belonging was 80.2 per cent., and 76.3 per cent. of those enrolled were in daily attendance. The percentage of daily attendance on the number belonging was 95.2. The teaching force having been diminished, this gives 40.9 in the graded schools as the daily average of pupils to each teacher, a large proportion. Promotions are made on the basis of punctual attendance and good attention to work during two terms; and this is found to work well on the whole. An evening school was maintained in the winter of 1876–'77, with the usual discouragements from transient and irregular attendance; but so many interesting cases of persistent application and rapid improvement were presented that doubts about renewal of the school another winter vanished and the conviction was reached that it must be maintained at almost any cost. The city high school, as a general rule, admits only those who hold regents' certificates of academic scholarship or sustain an examination equivalent to that of the regents. Its pupils take regular exercises in drawing, composition, and elocution. They numbered in the year past 376, with an average belonging of 289 and an average daily attendance of 277.—(Report of the board of education for the year ending September 1, 1877.)

In *Troy* the sum total of all the names registered in the public schools was 8,485. Deducting duplicate enrolments, there remained 7,969, the number given in the table. Besides these, there was an enrolment of 1,200 in night schools. Then in 14 private schools—not including incorporated academies, seminaries, and the Polytechnic Institute—there were about two thousand, making 11,169 instructed during the year in public and private schools. The evening schools, which were kept up nearly 3 months, were conducted with unusual efficiency, and, when the strollers had disappeared, were well attended, the average belonging being 595, with an average attendance of 405. Teachers' meetings have been held on Saturdays with as much regularity as possible, with decided benefit in several departments and with evidence of improved methods of teaching and better results in individual cases. In the high school there is said to have been a steady advancement, especially in composition, declamation, reading, Latin and Greek, and mathematics; the improvement in speaking and reading being promoted by contests for prizes in these lines.—(Report of Superintendent David Beattie for the year ending June 29, 1877.)

Utica owns 17 school-houses, well furnished, with a seating capacity of 4,622 pupils. There were, in the year past, 31 schools, including the evening school, all the rooms in a greater or less degree displaying evidences of the skill, taste, and refinement of the teachers in plants, drawings, and other decorations, which helped to make the rooms both more attractive and more improving. The arrangements for heating and ventilation in at least two of the school buildings, recently improved, appear to be as nearly perfect as well may be. The academy is said to exert a marked influence in improving and stimulating the lower schools.—(Report of Superintendent A. McMillan for the year ending October 1, 1877.)

TRAINING OF TEACHERS.

TEACHERS' CLASSES IN ACADEMIES AND ACADEMICAL DEPARTMENTS.

Under existing law, the regents of the university are authorized to select certain academies and academical departments of union schools, for the purpose of having organized therein teachers' classes to receive instruction "in the science of common school teaching." Authority was given the regents to pay for such instruction at the rate of $10 per capita for 13 weeks. This was changed by a law of 1877, allowing $1 weekly for each pupil for not less than 10 weeks. During 1877, 88 institutions were designated for the purpose named. During the academic year 1876-'77 the attendance of such pupils was 669 men and 1,233 women. The school commissioners in several districts visit and give some attention to these classes.—(Report of Superintendent Gilmour for 1876-'77.)

STATE NORMAL SCHOOLS.

The number of students in the 8 State normal schools during 1876-'77 is stated by Superintendent Gilmour to have been 6,200, of whom 2,790 were normal, 581 academic, and 2,829 of lower grades in practice schools. The average attendance of normal pupils was 1,602; of academic, 283. The graduates in 1877 were 278, making the total number to that date 3,911.

During the session of the legislature in 1877 the attention of the members was called to these institutions by a passage in Governor Robinson's message suggesting an inquiry as to whether the normal schools are really worth to the system what they cost, he being informed that a very large portion of the pupils instructed in them do not follow the profession of teaching for any length of time. This led to an investigation which showed that, in the 7 State normal schools under the direction of the State superintendent (that at Albany being only partly under him), 1,475 out of the 1,675 graduates were known to be teachers or to have taught some time, and that 96 more were waiting for positions in the schools. Besides this, over 2,700 undergraduate students taught in schools that could not afford to engage graduates. This abundantly vindicates the usefulness of these institutions, and shows that they have amply returned to the State the value of the few thousand dollars annually spent on them.

To avoid future doubt on this point, however, it was directed that at the close of the school year 1876-'77 the academic departments in these schools should be discontinued and the whole efforts of the several faculties devoted to the preparation of teachers for the public schools. The school at Fredonia was excepted from the operation of this order, as such, because the act under which it was established expressly permitted the local board to maintain an academic department; but, in view of the intention to have these departments discontinued elsewhere, it was suggested that the Fredonia board should consider whether it would not be wise to discontinue that one also. Subsequently, the schools at Brockport and Potsdam were able to show cause for the suspension of the order with reference to them also, till at least there should be such legislative action as might determine this question with reference to all the schools.—(State report for 1876–'77.)

NORMAL COLLEGE, NEW YORK CITY.

This college, meant to train young lady teachers for the schools of the city of New York, reported 1,528 students on its register at the close of 1877, and the average attendance for the year 1,334. The whole number admitted in 1877 was 759, of whom 704 came in through competitive examinations in the public schools and 55 by special examination. The graduates of the year were 222; the whole number since the establishment of the college seven years before, 1,232. There are 35 instructors, and the course of study, covering 3 years, embraces all the branches that are taught in the city schools, including Latin, German, French, drawing, and music. For the first two years the drill appears to be especially devoted to improving pupils in the studies of the course, while in the third year the class looking forward to graduation is also systematically trained in the proper methods of instruction.

The field for this is a training school connected with the college, presided over by a lady "tutor in methods," with a general assistant and 17 critic teachers. In this school one-fourth of the graduating class, in successive sections, are constantly practised in the art of teaching, under the criticism of the principal and her assistants, the remaining three-fourths pursuing the regular studies. Thus all pass through an apprenticeship which embraces both instruction in the elements and drill in the art, before entering upon teaching as a profession. In connection with the training school there is a Kindergarten, in which all the methods of that mode of teaching may be studied.

As a further means of improving the teaching force of the city schools, all teachers who have had less than two years' experience are required to submit themselves on Saturdays to instruction at the normal college, and thus a graduate course of this extent is substantially established. The whole number taught in these Saturday sessions in 1877 was 746; the average attendance, 518.—(Report of the board of education for the year ending December 31, 1877.)

TEACHERS' INSTITUTES.

These agencies for improving teachers at work have been held, according to law, in 58 counties, with one additional for the benefit of the teachers on the Allegany and Cattaraugus Indian reservations. In 42 the session lasted one week each; in the others, two weeks. The whole attendance of teachers was 11,892; the average number at each institute, 201; the per cent. of attendance on the whole number of teachers, 70.4. This good attendance is secured in some degree by the legal provision that trustees shall give to teachers the whole time spent in the institute which embraces their school district, deducting nothing from their pay for such attendance. Trustees, however, sometimes refuse to do this, and teachers, unwilling to have a painful contest, do not always insist upon their rights. Superintendent Gilmour therefore renews his recommendation of last year that the legislature so amend the law as to reimburse districts the amounts paid teachers for time spent at county institutes. He thinks that this will greatly increase the attendance.—(State report for 1876–'77.)

SCHOOL JOURNALS.

The New York School Journal, published weekly in New York City, The School Bulletin, published monthly at Syracuse, and Barnes' Educational Monthly, issued simultaneously at New York and Chicago, continued throughout 1877 their work of aiding teachers by the frequent publication of articles on methods of teaching, as well as by affording a large amount of educational information.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The number of pupils taught in the academies and academic departments of union schools under the direction of the board of regents in 1876–'77 was 30,271. Whether this number includes 1,605 instructed in the "teachers' classes" of the academies, and for whom the regents made an apportionment from the literary fund, does not clearly appear; probably it does.

The standard in this class of schools is kept well up and is gradually raised by means of questions issued to each school by the board of regents of the university. These questions form the basis of the examinations for admission, standing, and graduation, and students who pass such examinations successfully receive certificates.

PRIVATE SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and schools especially devoted to the preparation of students for college, see Tables IV, VI, and VII of the appendix following, and the summaries of them in the Report of the Commissioner preceding. For preparatory departments of colleges, see Table IX.

SUPERIOR INSTRUCTION.

UNIVERSITIES AND COLLEGES.

The ideal university of the State of New York is composed of all the literary colleges of the State and includes those of medicine also. These are associated under the general direction of a board of regents of the university, consisting of 23 persons, 4 of them ex officio as State officers and 19 appointed by the governor and senate. The regents do not engage in actual teaching, nor perform the usual duties of university officers, but, among other labors, they hold examinations at the academies and colleges and an annual convocation of the heads and professors of colleges and academies. They have the power of conferring degrees, though this authority is but sparingly exercised.

The actual literary colleges and universities forming this ideal one may be found in Table IX of the appendix following, and for statistics of them inquirers are referred to that table; for a summary of these statistics, to a corresponding table in the Report of the Commissioner preceding.

Five, Elmira, Ingham, Rutgers, Vassar, and Wells, are exclusively for young women; 4, Alfred, Cornell, St. Lawrence, and Syracuse universities, admit both sexes.

Cornell University may be called the State university, as far as there is one apart from the aggregate of colleges, uniting as it does with the congressional grant for the benefit of agriculture and the mechanic arts an ample endowment from Ezra Cornell, given for the purpose of rounding the institution into a true university, where, as he expressed it, "any person can find instruction in any study."

The university is open to all, without regard to color, nativity, or sex. Free tuition is given students in the agricultural department; free scholarships are provided in other departments to the number of 512, there being one for every assembly district of the State, and each scholarship is continued 4 years.

Instruction is distributed into several departments, which are subdivided into schools, comprising general, technical, or special courses in arts, literature, science, agriculture, civil engineering, and mechanical engineering. Graduate study is encouraged by the offer of free tuition to graduates of this and of other colleges. Among the special features of the system worthy of note are large libertyin the choice of studies and the prominence given those studies which are practically useful.—(Catalogue.)

Columbia College, since the last report, has increased its departments of instruction from 9 to 10. The course now comprises the following: (1) Greek language and literature, (2) Latin language and literature, (3) German language and literature, (4) mathematics, (5) mathematics and astronomy, (6) physics, (7) chemistry, (8) geology and palæontology, (9) moral and intellectual philosophy and English literature, and (10) history, political science, and international law.

The departments of instruction in the remaining colleges and universities, as far as heard from, seem to be essentially the same as reported last year.

COLLEGES FOR WOMEN.

Eleven institutions for the superior instruction of women, of which 6 are chartered, report statistics for 1877. All teach music, drawing, and French; 10 teach German, 8, painting, 3, Italian and Spanish. Seven report apparatus for the illustration of chemistry; 8, of physics; 5 have museums of natural history; 4, art galleries; 4, gymnasiums; and 10, libraries of 210 to 10,000 volumes, aggregating 24,412.

For full statistics, see Table VIII of the appendix, and a summary of it in the Report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Cornell University has courses of 4 years in agriculture, architecture, civil engineering, and mechanic arts, which were attended by 153 students in 1877.—(Catalogue.)

The *United States Military Academy*, at West Point, reports 264 students and 47 instructors. The course of study covers 4 years, and, in addition to military training, embraces instruction in mathematics, chemistry, mineralogy, geology, the Spanish and French languages, geography, history, ethics, drawing, civil and military engineering, and law.—(Return and report.)

There is a *School of Civil Engineering* in connection with Union College at Schenectady. The course of instruction, which is of 4 years, embraces constant exercise in mechanical draughting, instrumental field work, and numerical calculation, combined with the study of text books and lectures on the numerous subjects where books are wanting. Students are admitted to all departments of the college without extra charge.—(Catalogue of college.)

The *School of Mines of Columbia College* aims to furnish the means of acquiring a thorough knowledge of the branches of science forming the basis of those industrial pursuits which are chiefly to develop the resources of the country. The system includes 5 parallel courses of study, namely, civil engineering, mining engineering, metallurgy, geology and palæontology, and analytical and applied chemistry. Number of students in 1877, 238.—(Catalogue.)

The *Rensselaer Polytechnic Institute*, at Troy, provides a 4 years' course in civil engineering, including mechanical or dynamical, road, bridge, and hydraulic engineering. There were 166 students attending in 1877.—(Catalogue and return.)

The *Cooper Union for the Advancement of Science and Art*, New York, has for its immediate object to teach young people some art of self support or to raise those who have already some practical occupation to its higher forms and better remuneration. For this purpose, it has established schools for telegraphy; photography; mechanical, architectural, and artistic drawing; modelling in clay; engraving, and painting. It has a "free night school of science," in which instruction is given in mathematics and theoretical and practical mechanics. Organic and analytic chemistry is taught, and an excellent laboratory is put at the service of the pupils. Literary culture in English and the proper use of the language in speaking and writing are not neglected. There are classes formed for oratory and debate, with lectures in English literature and in elocution.—(Annual report, 1877.)

For full statistics of scientific institutions reporting, see Table X of the appendix, and the summary in the Report of the Commissioner preceding.

THEOLOGICAL.

Reports for 1877 have been received from 12 institutions for theological instruction. In nearly all these the course covers 3 years. For detailed statistics, see Table XI of the appendix following, and a summary of it in the Report of the Commissioner preceding.

LEGAL.

The *Albany Law School*, a department of Union University, reports 95 students, with 5 resident and 3 non-resident instructors. About half the students had received degrees in letters or science. The course of instruction covers only 1 year. No preliminary examination is indicated, but a prior course of 1 year in a lawyer's office is required.

The *Columbia College Law School* is designed to afford a full legal education, except in matters of mere local law and practice. The course occupies 2 years, and embraces the various branches of common law, equity, commercial, international, and constitutional law. Graduates of literary colleges are admitted without examination; other candidates must produce evidence of having received a good academic training. The number of students in 1877-'78 was 462.

The *Law School of the University of the City of New York* provides a 2 years' course, including the history of the law, jurisprudence, Roman law, international law, and municipal law. Students are allowed to enter at any time, and no preliminary course of study or examination is required.

The *Law Department of Hamilton College* prescribes a course covering 1 year for college graduates; for those who are not graduates, one year and a third. There was an attendance of 30 students in 1877-'78.—(Catalogue of the college.)

For statistics of these schools, see Table XII of the appendix following, and a summary of this in the Report of the Commissioner preceding.

MEDICAL.

The names and statistics of the medical colleges reporting may be found in Table XIII of the appendix following, and a summary of these statistics in the Report of the Commissioner preceding.

Of the institutions that report, the *Albany Medical College* and the *Woman's Medical College of the New York Infirmary* alone appear to require a preliminary examination from candidates for admission who do not present evidence of at least an academic training. The Woman's College also requires candidates for graduation, after passing the examination by the faculty, to go before a board of examiners composed of professors of the several medical colleges. Those who pass successfully the examinations of this board receive certificates to that effect, signed by the examiners, besides the regular college diplomas. The *Medical Department of the University of Buffalo* requires from a student entering a certificate of his preceptor that he is qualified to study medicine; but no specific standard of qualification is set by the department. The *Long Island College Hospital* has a reading and recitation term of 5 months in each year, preliminary to the regular lecture term of 4 months. *Bellevue Hospital Medical College* has a preliminary term of 2 weeks previous to the regular term, which extends from October to March. There is also a spring term of 13 weeks, attendance upon which is optional.

Essentially the same arrangement of preliminary, regular, and spring sessions prevails in the *Medical Department of the University of the City of New York.* The *College of Physicians and Surgeons*, New York, has a spring session besides the regular winter session. Attendance on the former is optional; on the latter, obligatory, as a prerequisite to examination. The *Eclectic Medical College*, New York, admits women as well as men. The *New York Homœopathic Medical College* has a graded course of 3 years which it wishes all to take, and for taking which it offers strong inducements in lower fees, but it so arranges its system of lectures that those who desire to do so may graduate at the close of the second year. All, however, in order to graduate, must stand an examination by a board of censors not of the faculty, in addition to the faculty examinations. The *College of Pharmacy*, New York, has now a building of its own, but indicates no change beyond this.

SPECIAL INSTRUCTION.

INSTRUCTION OF THE DEAF AND DUMB.

There are now in this State 6 institutions authorized by law to receive and instruct deaf and dumb pupils under appointments from the superintendent of public instruction or certain local officers. These are the following: *New York Institution for the Instruction of the Deaf and Dumb*, established in 1817; the *New York Institution for the Improved Instruction of Deaf-Mutes*, in New York City, and *Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes*, at Buffalo, authorized by laws of 1870 and 1872 respectively to receive State and county pupils; the *Central New York Institution for Deaf-Mutes*, at Rome, and the *Western New York Institution for Deaf-Mutes*, at Rochester, both organized under laws of 1876; and *St. Joseph's Institute for Deaf-Mutes*, at Fordham, authorized to receive State and county pupils by a law of 1877. At the close of the year there were in these several institutions 1,065 pupils, distributed as follows: New York Institution (old), 507; New York Institution (new), 106; Buffalo, 102; Rome, 109; Rochester, 91; Fordham, 150—total, 1,065. These are mostly pupils supported at the expense of the State of New York or by the several counties, although a few are New Jersey State pupils and a few others are supported by friends.

An impression seeming to prevail that the expenses of deaf-mute instruction could be considerably reduced by sending all the State and county pupils to one institution, Superintendent Gilmour argues against it on the grounds both of good policy and good faith. He thinks it would not be good policy, because experience in New York has shown that not more than 500 pupils can be advantageously cared for in one institution, and that it would be, too, an act of bad faith for the State to withdraw her pupils from the newer institutions after having encouraged their friends to expend large sums in erecting and furnishing buildings which would be made practically valueless by the withholding of State patronage. He therefore recommends that the laws respecting them remain unchanged, but that no new schools of this class be established.—(Report of Superintendent Gilmour for 1877.)

INSTRUCTION OF THE BLIND.

The *New York Institution for the Blind*, New York City, had, at the close of September, 1877, 185 pupils, 8 less than the year before. The course of study remains substantially the same as for some years past, but of late more attention has been given to gymnastics, with apparently beneficial results. Cane seating, mattress making, the use of sewing and knitting machines, plain sewing and knitting, with other useful occupations, receive due attention in connection with those literary studies which furnish the basis of a thorough English education. In music, besides careful training in the art of reading, writing, and practising musical notes, much attention is given to the tuning of pianos as a means of future livelihood.—(Report of Superintendent Gilmour for 1876–'77 and report of the institution for the same year.)

The *New York State Institution for the Blind*, Batavia, also gives its pupils the elements of a good English education, with instruction in vocal and instrumental music and in such industrial occupations as will prepare them for self support. The young men are taught to make corn brooms; the girls, beadwork, knitting, crocheting, sewing by hand, and the use of the sewing machine.—(Report for 1877.)

EDUCATION OF FEEBLE-MINDED CHILDREN.

The *Idiot Asylum*, Randall's Island, New York, reports for 1877 an attendance of 149 children, 88 boys and 61 girls, under instruction; object teaching, drawing, reading, writing, arithmetic, and geography were taught to all, and mat making to the boys and sewing to the girls.

The *New York Asylum for Idiots*, at Syracuse, reports for 1877 an attendance of 267 children, who were instructed in the elementary branches and in simple industrial occupations.—(Return, 1877.)

REFORMATORY AND INDUSTRIAL TRAINING.

The *Home for Fallen and Friendless Girls*, New York, reports 86 received and as many discharged during 1877, with 26 remaining. As all who entered could read and write, the only instruction given, except in morals and religion, has been in habits of industry and in dress making. The results are said to have been eminently encouraging. The *House of the Holy Family*, New York, with a similar aim, received, clothed, fed, and taught 150 children and young girls in addition to 98 who were in the house in the spring of 1877. Various branches of female industry were included in the instruction given. The *New York House of Refuge*, Harlem, N. Y., received in 1877 a total of 822 boys and girls, of whom 463 were illiterate when committed; these learned to read and write, the remainder receiving more advanced instruction, all in connection with some training in gardening, wire weaving, stocking weaving, or printing, according to capacity. The *Western House of Refuge*, Rochester, had in its schools and workshops in the same year a total of 822 boys and girls (of whom 530 remained December 31), giving them such literary training as was required, with instruction in a great variety of industries. The *Women's Prison Association*, of New York, in connection with the *Isaac T. Hopper Home*, received for the year 462 female inmates on the profession by them of a desire to reform, teaching them reading, writing, and arithmetic, with fine sewing, dress making, laundry work, and household industries; subsequently, places of service were found for 272.—(Reports and returns to Bureau of Education.)

The *New York Catholic Protectory*, which had 2,321 inmates in 1876, gives to the children intrusted to it such industrial and moral instruction as may fit them to be useful members of society. No statistics of its numbers for 1877 are at hand.

TRAINING TO USEFULNESS IN THE SICK ROOM.

The *Training School for Nurses*, attached to Bellevue Hospital, New York City, had 56 pupils under instruction in 1877 and graduated 12 of these in November. To accommodate the steadily increasing number of pupils, Mrs. William H. Osborn has most kindly had a large house erected opposite the hospital, and has offered it to the society, rent free, for a term of years. It was opened November 8, 1877, and has kitchen, laundry, dining hall, reception room, and parlor on its lower floor, while three upper stories are divided into neatly furnished sleeping rooms.—(Report of the society for 1877, with description of the house from another source.)

EDUCATION IN ART.

Besides the advantages for elementary training in this line presented at the *Cooper Union*, previously noticed, there is the fuller course of the art classes of the *Brooklyn Art Association*, a *Course in Architecture* at Cornell University, a *College of Fine Arts* in Syracuse University, a *School of Design* at Vassar College, the *Ladies' Art Association of New York*, the *Palette Club*, the *Art Students' League*, the *Art Schools of the National Academy of Design*, and now also those of the *Society of Decorative Art*, all in the same city—a combination of facilities for art study rare in a single State.

EDUCATIONAL CONVENTIONS.

ASSOCIATION OF SCHOOL COMMISSIONERS AND CITY SUPERINTENDENTS.

The convention of this association met at Albany March 28, 1877, and continued in session till the 30th. After an address of welcome from the president of the Albany school board, the president of the association, in a carefully prepared address, reviewed the progress of the school system in the State, favoring high school and academic education and a taxation for school purposes proportioned to the growth of the population to be schooled, which he said had increased 120,906 in the past five years, an average annual increase of 24,181. Dr. James H. Hoose, of the Cortland State Normal School, then defended the common school, free high school, and normal school system of New York, which vindication was thought so conclusive as to be published and extensively circulated afterward in pamphlet form. A committee on desirable changes in the school laws reported next day, through Superintendent Snow, of Auburn, in favor of a single executive head for the educational system of the State, of the continuance and confirmation of the academic and free high school instruction now given, of truant and reform schools for children not reached by the compulsory education acts of 1874 and 1876, of more immediate supervision of the schools through a township system, of an apportionment of school moneys on the basis of aggregate attendance, rather than average attendance, and of making the school age 6–18 instead of 5–21. Whether the recommendations of the committee, which gave rise to much debate, were passed in whole or only in part, does not appear; but it does appear that at least those in favor of a township system and of a change of the school age were agreed upon to be recommended to the legislature, and also that the school year ought to begin September 1. A paper from Deputy State Superintendent Keyes followed in the afternoon, in which he said that common schools had saved the country and that now the country should do justice to its common schools, affording them thoroughly trained teachers, full support, and freedom to extend their education to whatever point the local authorities may find desirable. Another paper from Commissioner Morehouse, of Cayuga, in favor of reorganization of the school system, fuller examination of teachers, closer supervision, &c., provoked discussion, but it seems to have resulted in no action. The next meeting was appointed to be held at Utica, February 22, 1878.—(School Bulletin for May, 1877.)

STATE TEACHERS' ASSOCIATION.

The meeting was held at Plattsburg, July 24-26, 1877. The president, Superintendent Edward Smith, of Syracuse, in his opening address, gave a sketch of the progress made in education, with the difficulty still in the way of a truly perfect system. He favored reading not from text books only, but from newspapers and periodicals, and exercises in writing in which the pupil should present his own thoughts instead of being confined to worn out copies; he commended the study of drawing as educating both the hand and eye, and advocated fuller attention to natural science, under enthusiastic teachers in love with their work. Dr. Benedict, of Rochester, followed with a short dissertation on "Words," illustrative of the importance of thorough accuracy in the study of their strength and meaning. On the second day Dr. Thomas Hunter, president of the New York City Normal College, read a paper on the need of higher education, in which he showed that for the advanced society of the present high schools are as great a necessity as the lower schools were a century ago. The usual committees were then appointed, and the convention dividing itself into common school, high school, and normal school sections devoted the day to the several topics appropriate to these; in the evening, Mr. Wallace Bruce read a paper on "Shakspere's women." On the third day the paper which seems to have awakened the greatest interest was that by Miss Mary Hicks, of Syracuse, on "The ends to be attained by the introduction of drawing into the public schools." These, she said, were threefold: practical, educational, and æsthetic. Devoting herself particularly to the first, she showed that the art of drawing is a most practical form of education, teaching the hand as well as the head, and preparing for the common occupations and industries of life: carpentry, masonry, building, all departments of mechanism, carving, designing, painting, decorating, &c. After some further business, Albany was chosen as the place of the next meeting, and resolutions were passed in favor of a township system in preference to the present district system, of good schools under thoroughly trained teachers, of a choice of school commissioners by the local school boards, and of a change of the legal school age from 5-21 to 6-18, with a school year beginning August 1 instead of October 1.—(New York School Journal, July 28, 1877.)

UNIVERSITY CONVOCATION.

The annual meeting was held at Albany, July 10-12. The programme embraced general educational principles, matters affecting the State, tests and results, and the special departments of language, rhetoric and oratory, mathematics, natural sciences, and history. The one paper under the first head was on "University control," by Professor Alexander Winchell, of Syracuse. He took the ground that under present arrangements the trustees of higher institutions, an extraneous body, have too much control; the faculty, an interior one, too little. He would not dispense with the trustees; would retain them for the creation and conservation of endowments and other matters of a purely business character, dispensing, however, with ex officio members and substituting alumni. To the teaching body, however, he would transfer the control of expenditures, the choice of instructors, the determination of their pay, the conferring of degrees, and all other purely scholastic matters, with perhaps some occasional conference with older students on such points. The two papers on matters affecting the State were (1) one by Principal A. B. Watkins, of Hungerford Collegiate Institute, taking the ground that the State should provide for academic and high school training as liberally in proportion as for common school instruction of lower grade; (2) one by Principal J. W. Armstrong, of the Fredonia Normal School, which proposed to harmonize the State school system by throwing out from the normal schools into the academies and high schools all academic teaching, confining the normal schools to the work of training teachers in the science and art of teaching. Under the other heads various interesting topics were discussed, one of them on the "Regents' examinations in academic studies," by Principal Bradley, of the Albany High School, who said that these examinations, originally instituted to determine to what schools and in what proportion the State "literature fund" should be distributed, were indirectly a means of elevating the standard of scholarship, of securing greater uniformity in such a standard, and of emphasizing the importance of certain leading branches. A paper by Chancellor Haven, of Syracuse, showed the advantages that would ensue from having the colleges and universities of the State all brought on the same plane of requirement by having a kindred system of examinations to determine the question of admissions to their freshman classes.—(School Bulletin, August, 1877, and other reports.)

OBITUARY RECORD.

HENRY BOYNTON SMITH, D. D., LL. D.

This gentleman, whose death at 64 occurred in February, 1877, was eminent as a scholar and teacher. Born in Portland, Me., 1815, he was graduated at Bowdoin College in 1834, and was a tutor there in 1836–'37 and in 1840–'41. He studied theology at Andover and Bangor, and subsequently went to Europe for a year to study at Halle and Berlin. After a brief pastorate at West Amesbury, Mass., he became professor of mental and moral philosophy in Amherst College in 1847; in 1850, professor of church history in the Union Theological Seminary, New York; and, in 1855, of systematic theology, which chair he left in 1873 because of broken health, continuing, however, emeritus professor till his death. He was an able writer, contributing much to the Princeton Review, Presbyterian Quarterly, Bibliotheca Sacra, and Appleton's Cyclopædia. In 1859 he published the History of the Church of Christ in Chronological Tables, an excellent compendium. He translated Gieseler's Church History, in five volumes, the last volume being in the press of Harper Brothers at the time of his death. George Bancroft called him the most accomplished critic in the United States. For acuteness combined with breadth, for receptivity combined with originality, he was unique among philosophers; while to exact scholarship he added a familiar acquaintance with German modes of thought and present scientific inquiries which fitted him to cope with the questions of the time in a most masterly and convincing manner. Had longer life been granted him he might have added much to the treasures of philosophic theology; but a treatise on this subject, on which he had been some time engaged, was brought to an untimely end by his death, before it was in form for publication.

CORNELIUS VANDERBILT.

On the 4th of January, 1877, this gentleman—long known throughout the Union for his wealth and enterprise, and now to be remembered for his educational benefactions—breathed his last at his home in New York. He was born May 27, 1794. Beginning life on his own account as a boat owner in his sixteenth year, and prospering in everything he touched, he became in his later years the owner of property variously estimated at $80,000,000 to $100,000,000. Possessed of this wealth, he began to consider how he could best dispose of some fair portion of his means. Having long sustained his mother's church at New Dorp, Staten Island, he purchased the Church of the Strangers in New York for the chosen pastor of his second wife, largely aiding in its support after the purchase; gave quietly $100,000 for the new Methodist publishing house in the same city; planned the endowment of a noble school for girls on Staten Island, which only fell through from his inability to arrange the measure of his own control of it with the Moravians, who were to manage it; and finally, as the great crowning act of his life, from 1873 to 1876, gave into the hands of Bishop McTyere, of the Methodist Episcopal Church South, sums amounting to $1,000,000, to establish and endow at Nashville, Tenn., a university for the South, to be under Methodist direction. The last of his donations for this purpose—made only a few months before his death—amounted to $300,000, and, to avoid all possibility of difficulty after his decease, was handed in cash to the bishop, without any solicitation on the part of those concerned. The university, which now bears his family name, has been established on a charming site overlooking Nashville, and, with its fine buildings and organized departments of philosophy, literature, and science, of theology, of law, and of medicine, stands as his best monument.—(Memorial volume published by Vanderbilt University and biographical sketch in the Philadelphia Evening Telegraph, January 4, 1877.)

LEWIS BROOKS.

This liberal citizen of Rochester, who died in the autumn of 1877, deserves mention for his benefactions to educational objects. Besides most generous gifts to hospitals in the city of his residence, he is reported on apparently good authority to have given in his later days $5,000 each to the Rochester Industrial School and the Female Charitable Society, and $120,000 to the University of Virginia. This last amount is not absolutely sure, as his gifts were made anonymously, but $70,000 were certainly given.

WILLIAM A. MUHLENBERG, D. D.

Rev. William Augustus Muhlenberg, one of the most esteemed divines of the Protestant Episcopal Church, died in New York April 8, 1877. Dr. Muhlenberg was the son of Henry M. Muhlenberg, of Philadelphia, and was born in that city September 16, 1796. His family had long resided in Pennsylvania, and his great-grandfather, Henry M. Muhlenberg, a clergyman of the German Lutheran sect, was the founder of that church in America. Dr. Muhlenberg received his early education in Philadelphia, and was graduated with honor from the University of Pennsylvania in 1814. He immediately devoted himself to the study of theology, obtained ordination as a deacon in 1817, and became assistant to Bishop White at Christ Church in his native city. In 1821 he was chosen rector of St. James's Church, Lancaster, Pa., and there commenced his long career of public benefactions by causing the establishment of the first public school which existed in Pennsylvania outside of Philadelphia.—(Pennsylvania School Journal, June, 1877.)

In 1828 Dr. Muhlenberg moved to Flushing, N. Y., where he founded a school called the Flushing Institute, which quickly developed into St. Paul's College, and became a very considerable seat of learning, training many who have since been eminent. Dr. Muhlenberg remained at its head as principal and rector for about eighteen years, until he accepted the rectorship of the Church of the Holy Communion, New York City, in 1846, where he remained eleven years. In 1857 he became rector and superintendent of St. Luke's Hospital, New York, an institution of which he was the founder and in charge of which he remained till his death. In 1865 he founded the Christian Industrial Community of St. Johnland, meant to afford to youth advantages for education, to those of maturer years opportunities of self support by various labors, and to all the best religious care and nurture amid healthful air and rural pleasantness. In benevolent and educational labors of this kind the later years of a serene and beautiful old age were passed; and when the end came, it was the hopeful and happy one that might have been expected from the author of that popular charming hymn, "I would not live alway."

DR. JOHN GRAEFF BARTON.

Professor J. Graeff Barton, LL. D., was born in Lancaster, Pa., June 5, 1813, and received his early literary training under Dr. Samuel Bowman, who was subsequently assistant Protestant Episcopal bishop of Pennsylvania. At about 14 he entered St. Paul's College, Flushing, N. Y. (then under Dr. Muhlenberg), where, on the completion of his undergraduate studies, he became professor of ancient languages. After some years' service in this chair he returned to Lancaster, studied law with the late Hon. Thaddeus Stevens, and entered upon practice. But, finding the practice of law distasteful, he went back as vice rector to St. Paul's College, and eventually became rector, entering also, while in this position, the ministry of the Protestant Episcopal Church in 1848. In 1850 he relinquished the rectorship of the college and took charge of St. Paul's School in the city of New York; in 1852 he was made professor of the English language and literature in the Free Academy, which afterward became the College of the City of New York, and remained in that position till his death, which occurred May 10, 1877. Twenty-five successive classes received there the benefit of his instructions, and expressed, at his death, their grief at the loss of one who as an instructor had commanded their admiration and gratitude, and as an example their honor and respect.—(Letter from Professor J. A. Spencer.)

DR. TAYLER LEWIS.

Professor Tayler Lewis, LL. D., whose death at Schenectady, May 11, 1877, has been widely noticed, was born in 1802, in Northumberland, Saratoga County, N. Y., and began in a country school-house that love of learning which made him one of the foremost scholars of the age. He entered Union College, was graduated from that institution in 1820, and became a lawyer. Borrowing a Hebrew Bible he read it through the first year. He read over his old text books and the writings to which they introduced him. The study of the Bible and the classics became with him an absorbing passion. He gave them his leisure hours by day and often all his nights. Thus he was attracted from the profession of law to that of teaching, which he pursued at Waterford and at Ogdensburg, N. Y. While at the latter place he gave before the Phi Beta Kappa Society in Union College an address on "Faith the life of science." Perhaps as the result of this, not long after he received invitations to professorships in three colleges. In 1838 he accepted that of Greek and Latin in the University of the City of New York. By this time he was familiar not only with the Greek and Latin poets and philosophers, but also with the Syriac and Arabic and the Hebrew rabbinical writings.

Thus he disciplined and filled his mind before attempting to produce anything from it: a good example for all teachers. It was not until 1845 that he published his first book, Plato contra Atheos; or, The Tenth Book of the Dialogue on Laws, accompanied with critical notes and followed by extended dissertations which revealed so much originality and learning as to command the admiration of classical scholars. Ten years later appeared The Six Days of Creation, designed to reconcile the Mosaic account of creation with the geological record, by showing that according to the language of the Bible the world was formed by natural agencies and that the creative days in Genesis were indefinite periods of time. From this work, and the criticisms upon it, grew Dr. Lewis's next book, Science and the Bible; or, The World Problem—a thesaurus of the ideas of its author. He also translated and annotated Lange's commentaries on Genesis, Job, and Ecclesiastes. He made metrical versions of Job and Ecclesiastes; edited the sermons of Dr. Nott, and, with Dr. Van Santvoord, the Life of Dr. Nott; published six addresses delivered on different occasions, and, more recently, the Vedder lectures, delivered before the theological seminary and Rutgers College, New Brunswick, N. J., entitled "Nature and the Scriptures." He wrote, too, a marvelous number of racy and able articles on an almost infinite variety of subjects. From 1851–'56 he contributed the articles for The Editor's Table in Harper's Magazine, covering a wide range of topics, well and skilfully prepared.

But with him the Bible was literally *the* book. To its study and interpretation and defence he brought all the treasures of his learning. Besides the Syriac, Septuagint, and Vulgate versions, he carefully examined the Jewish Targums, such fragments as exist of the Samaritan or of the Coptic, and the Gothic translations of Ulfilas, "the oldest version in a language nearly related to our own." For fourteen consecutive years he read the Hebrew Bible through annually.

The Arabic, the Syriac, the Greek, and the Hebrew Scriptures always lay upon his table, and from one of them he habitually read at family worship, giving often beautiful renderings of passages like and unlike our English version. For many years he taught a Bible class, designed especially for students in college but open to all. Jews and Gentiles, Protestants and Romanists, availed themselves of this opportunity to hear his valuable teachings.

In 1849 Dr. Lewis became professor of Greek in Union College, where he continued till his death. After deafness had rendered him unable to hear recitations he was professor of the Oriental languages and lecturer on biblical and classical literature, and taught by lectures. As a teacher he was enthusiastic and stimulating, patient, kind, and helpful toward all sincere learners. His personal influence reached thousands of loving pupils who regard him with pride and reverence.—(From a sketch by Professor R. B. Welch, D. D., LL. D.)

ISAAC W. JACKSON.

Dr. Isaac W. Jackson, for 51 years a professor in Union College, died July 28, after a brief illness, in his seventy-third year. He was born in Cornwall, N. Y.; was graduated at the Albany Academy with high honor in 1824, and from Union College in 1826, remaining in the institution from that date as tutor and professor. Professor Jackson was the author of works on conic sections, optics, mechanics, and trigonometry, all esteemed by mathematicians, and some of them adopted in foreign universities.—(The Church Union.)

PROFESSOR S. EMMONS BROWN.

This gentleman, Trevor professor in the Rochester Theological Seminary, died August 5, 1877, at Lowell, Mass., of typhoid fever. Born at Portland, Me., February 27, 1847, he fitted for college at the Exeter Academy, New Hampshire, and entered Harvard as a sophomore in 1867. He was graduated in 1870, and then studied theology at the Rochester Seminary. On the completion of his course, he travelled for three years of study in Germany, Greece, and Palestine, and then returned to Rochester to succeed his former instructor, Professor Hackett, in September, 1876. One year of work gave promise of large usefulness; but shortly after its completion came his early death.—(Notice by Professor G. H. Whittemore.)

PROFESSOR EDWIN HALL, D. D.

Dr. Hall, for more than 20 years professor of theology in Auburn Theological Seminary, was born in Granville, N. Y., January 11, 1802. At 9 years of age he began to prepare for college, devoting to this work his winter nights till compelled by adverse circumstances to intermit such studies and devote himself to farm labor and teaching for support. Between 18 and 19 he resumed study with a view to entering the ministry, and having in ten months read the whole of Virgil seven times, 13 orations of Cicero, the Græca Minora, the Greek Testament, and 2 books of Homer, entered Middlebury College, Vermont, in 1822. Here he not only mastered the college curriculum, but studied, also, modern languages and mathematics far beyond the course, teaching at the same time, first in the Castleton Academy near by, and then in that at Norwalk, Conn. This extreme application to mental work broke down his health and prevented a further regular preparation for the ministry. Driven to teaching by the necessity for self support, he took for a term the academy at St. Albans, Vt., then taught as tutor in his alma mater, and subsequently held the Middlebury Academy, Vermont, and the Bloomfield Academy, New Jersey, spending in this way about 4 years, in 2 of which he so far advanced in theological studies as to be licensed as a preacher. In July, 1832, his health had so much improved that he ventured to receive an installation as pastor of an important church at Norwalk, Conn.; here he did noble work among an intelligent and appreciative people, engaging with much power in the doctrinal and ecclesiastical agitations of the 23 years that he continued there. He published two considerable works on The Puritans and their Principles and on The Law of Baptism, besides several minor ones. He also left ready for the press a treatise on Metaphysics and Outlines in Natural Theology. On two occasions, in 1852 and 1853, he was offered responsible theological professorships, but declined them from unwillingness to leave his church. In 1854 a renewed offer of the professorship of theology at Auburn Seminary, pressed by a committee of respected ministers, induced him to accept the place, and he entered on its duties and held it till his death, which occurred September 8, 1877. A warm hearted theologian and an excellent and systematic teacher, he made a deep impression on his pupils and left a reputation as professor second to very few.—(Memorial pamphlet of services, October 25, 1877.)

PROFESSOR JAMES ORTON.

Professor James Orton, of Vassar College, who died near Lake Titicaca, in Peru, September 25, 1877, was born at Seneca Falls, N. Y., April 21, 1830. He was graduated at Williams College in 1855 and in 1858 at the Andover Theological Seminary. After travelling in Europe and the East, he was ordained a Congregational minister in 1860. In 1866 he became instructor in the natural sciences at Rochester University. In the year following he went at the head of an expedition from Williams College to South America, discovering the first fossils found in the Amazon Valley. In 1869 he became professor of natural history at Vassar College. He rendered his lectures at once entertaining and instructive, and classified, with great care, the college collection of minerals, reptiles, and birds, greatly enhancing its usefulness and value. In 1873 he made a second journey across South America, from Pará up the Amazon to Lima, and in 1876 returned to undertake the exploration of the Beni River, which carries the waters of Eastern Bolivia to the Amazon, by way of the Madeira. He failed in this through a mutiny of his escort and a loss of a large part of his supplies. But, with diminished means, he still pressed on for a kindred work of exploration, till his health, already much impaired, gave way under the hardships he endured, and in his efforts to reach better country he died as above stated. Professor Orton enriched American literature with several valuable works, including the following: The Miner's Guide and Metallurgist's Directory, 1849; The Andes and the Amazon, 1870; Underground Treasures: how and where to find them, 1872; The Liberal Education of Women, 1873, and Comparative Zoölogy, 1875.—(New York Tribune, October 31, 1877, and Philadelphia Evening Telegraph, November 8, 1877.)

JOHN V. L. PRUYN, LL. D.

Mr. Pruyn, of Albany, who died at Clifton Springs, November 21, 1877, filled many important public positions, but was best known in his later years as chancellor of the university, an office bestowed on him in recognition of his efforts in behalf of education. He was trained in the Albany Academy, was graduated at Union College, and practiced law in his native city. Coming from an old family of Dutch ancestry, he inherited many solid qualities and in his own community was universally respected and beloved. As regent of the university he entered upon duty in 1844, and succeeded Hon. Gerrit Y. Lansing in the chancellorship in 1862. It was one of his ambitions to show that the regency was a real thing and not a merely nominal one. He therefore much enlarged the operations of the board, stimulated a higher education in the colleges, and aided much in making the union schools and State academies true preparatory schools. The close examinations and better standards now prevailing are said to have been largely due to his influence. Born in 1811, he was about 70 years old at the time of his death.—(New York Observer.)

CHIEF STATE SCHOOL OFFICERS.

Hon. NEIL GILMOUR, *State superintendent of public instruction, Albany.*

[Second term, 1877–1881.]

Hon. ADDISON A. KEYES, *assistant superintendent, Albany.*

OFFICERS OF THE REGENTS OF THE UNIVERSITY.

Name.	Post-office.
Hon. Erastus C. Benedict, LL. D., chancellor	New York.
Hon. Henry R. Pierson, LL. D., vice chancellor	Albany.
Samuel B. Woolworth, LL. D., secretary	Albany.
Daniel J. Pratt, PH. D., assistant secretary	Albany.

NORTH CAROLINA.

STATISTICAL SUMMARY.

	1875–'76.	1876–'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6–21)	394,489	408,296	13,807	....
Enrolled in public schools	198,760	201,459	2,699	....
Average attendance	....	104,173	....	....
SCHOOL DISTRICTS AND SCHOOLS.				
School districts for white children	2,702	3,852	1,150	....
School districts for colored children	1,372	1,866	494	....
Public schools for white children	....	2,885	....	....
Public schools for colored children	....	1,550	....	....
Public school-houses for whites	1,934	....	....	....
Public school-houses for colored	1,371	....	....	....
Private school-houses for whites	545	....	....	....
Private school-houses for colored	140	....	....	....
Academies for whites	169	....	....	....
Academies for colored	5	....	....	....
Colleges for whites	22	....	....	....
Colleges for colored	2	....	....	....
TEACHERS AND THEIR PAY.				
White men examined and approved	1,294	1,193	....	101
White women examined and approved	783	376	....	407
Colored men examined and approved	529	535	6	....
Colored women examined and approved.	288	278	....	10
Whole number of teachers	2,894	2,382	....	512
Monthly pay of first grade	$40	....	....	....
Monthly pay of second grade	30	....	....	....
Monthly pay of third grade	20	....	....	....
INCOME AND EXPENDITURE.				
Whole receipts for public schools	$501,008	$406,447	....	$94,561
Whole expenditure for them	335,663	289,213	....	46,450
Funds on hand at close of year	121,645	115,658	....	5,987

(Return from Hon. John C. Scarborough, State superintendent of public instruction, for 1875–'76, and published report from the same for 1876–'77.)

NOTES ON THE STATISTICS.—Of the children of school age reported in 1875–'76, the whites numbered 257,521; the colored, 136,968. About one-half of the whites and a little larger proportion of the blacks were said to have been enrolled. The average attendance was not given. In 1876–'77 the whites of school age were 267,265; the colored, 141,031; 128,289 whites and 73,170 colored were enrolled in schools, the average attendance being 62,628 of the former and 41,545 of the latter. In a written return for this year Mr. Scarborough says that the figures for both enrolment and average attendance are under the truth, many counties with schools not having reported them, and many officers in reporting counties having failed to note the average attendance. The average duration of school, he says, was about sixty days. Although the number of teachers (2,382) in 1876–'77 was little more than half the number of the schools (4,435), he thinks that, as the school terms were short and as they began in different places at different seasons of the year, the supply of teachers was sufficient.

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

Under the new constitution of 1877, a *State board of education*, composed of all the executive officers, succeeds to all the powers and trusts of the former president and directors of the literary fund, with "full power to legislate and make all needful rules and regulations in relation to free public schools," subject to the revision of the general assembly. Of this board the governor is president.

The *State superintendent of public instruction* is made by the constitution one of the executive officers, to be elected, like the others, every 4 years, by the people. He acts as secretary of the State board of education and has general supervision and administration of the school system.

LOCAL.

The 5 county commissioners of each county, elected biennially by the people under the constitution and a new school law, compose a *county board of education* to supervise the public schools and charitable institutions, to decide controversies in school matters, and to disburse the school funds for the county.

In each county a *county examiner* is to be appointed annually by the county board to examine all applicants for teachers' certificates, grant to successful candidates certificates of 3 different grades, according to qualification, and annually report to the board that appoints him and to the State superintendent the number, grade, race, and sex of the teachers he has licensed.

A *district school committee* of 3 persons, chosen biennially by the county board, has charge of the local interests of public schools in each school district, and succeeds the former township school committee in the possession of school property.

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

Superintendent Scarborough, from various facts observed and communications received by him, gathers the impression that there is throughout the State a general awakening of interest in public schools. He hopes that out of this will grow the means to make the school system more efficient. Already he finds great improvement in the school reports and greater promptness on the part of the school officers in making them, though there is still room for advance in both directions.

An act of March 12, 1877, authorized townships with 5,000 or more inhabitants in cities within their limits to levy taxes for the support of graded public schools. This would seem to afford an opportunity to establish good city school systems; but so many cities are excepted, and so many precedent conditions must be complied with before such a tax levy can be made, that the law is not likely to effect much change.

The allowances from the Peabody fund have thus far been the chief stimulus to the establishment of graded schools under the State system, since only such schools could secure the desired allowance. The contributions for the year ending August, 1877, are stated by Dr. Sears, the secretary of the fund, to have amounted to $7,050, of which sum $4,350 were expended under the direction of Superintendent Scarborough. Graded schools for colored children at Charlotte, Fayetteville, Greensboro', and Raleigh were among those aided, 13 places in all receiving the benefit of the appropriation.

Dr. Sears in his report expresses essentially the same judgment as Mr. Scarborough as to the opening of better prospects for the school system, founding this judgment largely on the change made by the new constitution in removing the liability to have white and colored children mixed in the same school, a matter of great weight with the southern people.

CITY SCHOOL SYSTEMS.

NO REPORTS.

No school systems in cities are more than alluded to in the State superintendent's report, and no returns respecting such systems have been made to this Bureau for 1877.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

The two schools, of the authorization of which announcement was made in the Report of this Bureau for 1876, were opened in 1877; that for whites, at the State University, Chapel Hill; that for colored pupils, at Fayetteville.

The one for whites—which had much of the character of an extended normal institute—began its session July 3 and continued till August 9, proving successful beyond the expectations of its most ardent friends. The enrolment reached 235, with an average daily attendance of 157, representing 42 counties and all sections of the State.

Many of those present were teachers of some experience, desirous of preparation for more scientific work. Six regular instructors were in charge of the exercises, and the faculty of the university, with several eminent citizens, coöperated with these instructors by giving lectures, one of the professors conducting a Latin class. A good beginning was thus made with the school; great advantage from it is said to have been experienced by those in attendance; and, through the excellent arrangements made, the prospect is that future sessions will be at least as well attended.

The school for colored pupils, at Fayetteville, was established on the basis of a 3 years' course of study, the annual sessions to be of 8 months each. The applicants for admission were to be of proven moral character, 15 to 25 years old, and able to pass a good examination in easy reading, spelling, writing, and the fundamental rules of arithmetic, with a proportionate standing for higher classes. The evidence of all this was to be a certificate from the school examiner of the county from which the applicant might come. The school was opened September 3, 1877, with 40 pupils, to whom 18 were subsequently added, making 58 in all, each pledged to teach for 3 years in the State schools in return for the instruction given. The results for the first session are reported to have been encouraging.—(Special reports in State report for 1877.)

OTHER NORMAL SCHOOLS.

Normal training in a 4 years' course is given in the Bennett Seminary, Greensboro', and in a 3 years' course at Shaw University, Raleigh; to some extent also in several other schools, such as the Williston Seminary, at Wilmington, and the Washington and St. Augustine schools, Raleigh. For statistics of such of these as report themselves, see Table III of the appendix following, and a summary of it in the Commissioner's Report preceding.

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

Of public high schools, as distinguished from other public schools, the State superintendent makes no report. It is hoped that under the new law for the organization of graded schools a beginning may be made in collecting information as to high school instruction, of which thus far there has been an almost utter absence.

OTHER SECONDARY SCHOOLS.

For statistics of any reporting private academic schools, preparatory schools or departments, and of one collegiate business department, see Tables IV, VI, VII, and IX of the appendix following, with the summaries of them in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

Statistics of reporting colleges may be found in Table IX of the appendix, and in a summary of the same in the Commissioner's report preceding.

The *University of North Carolina* is reported to be rapidly regaining the prosperity it enjoyed before the war. The buildings are seven in number and afford accommodation for 500 students, with ample recitation rooms and public halls. It had in attendance, in 1877, 1 graduate student and 158 undergraduates. The university, including the State Agricultural and Mechanical College, provides classical, philosophical, scientific, legal, and normal instruction. Tuition is free to one student from each county of the State, and also to all worthy young men without means.—(Catalogue and return.)

Davidson College, in Mecklenburg County, founded in 1857, is under Presbyterian control. The regular courses of study are the classical of 4 years and the scientific of 3. An eclectic course has been arranged for persons who do not wish to complete either of the regular courses. Number of undergraduates, 75.

North Carolina College has collegiate and preparatory departments, 60 students in the latter and 13 in the former.

At *Rutherford*, *Trinity*, and *Wake Forest Colleges* the course of instruction appears to be the same as reported in 1876, Rutherford keeping its students till the course is completed, be the time long or short.

Weaverville College has primary and academic as well as preparatory classes, beginning the preparation of its students from the very lowest point. Wilson College sends no report of statistics for 1877.

COLLEGES FOR WOMEN.

Three of the colleges in this State for the exclusive instruction of women report statistics for 1877. All of them teach music, drawing, painting, and French, and 2 teach German. Two have means for illustrating chemistry and physics; 1 has a natural history cabinet; 1, an art gallery; and 2 have libraries of 600 and 800 volumes, respectively.

For full statistics, see Table VIII of the appendix, and a summary in the Report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *Agricultural Department of the State University* provides for scientific study in a 4 years' course, particular regard being had to branches relating to agriculture and the mechanic arts, including the chemistry, botany, physics, mechanics, and zoölogy of agriculture. Mathematics, German, and French are also taught, and such knowledge of English studies as will fit pupils to be useful citizens. The number of undergraduate students attending in the fall of 1877 was 75.

The *Scientific Department of Davidson College* has a course of 3 years, which seems to be almost a shortened form of the classical course, with Greek omitted.

THEOLOGICAL.

Instruction in theology is given in *Biddle University*, Charlotte (Presbyterian), *Shaw University*, Raleigh (Baptist), and in *Trinity College*, Trinity (Methodist Episcopal Church South). The two first named are especially designed to prepare colored students to be teachers and preachers for their own race. The theological department of *North Carolina College* has been discontinued.—(Returns to Bureau of Education, 1877.)

LEGAL AND MEDICAL.

Of the department of law in Trinity College there is a return for 1877 of 20 students, under 2 instructors in a 2 years' course.

Of the departments of law and medicine reported in 1876 to be proposed in Rutherford College, there is no information for 1877.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The North Carolina Institution for the Education of the Deaf and Dumb and the Blind, at Raleigh, reports for 1877 an attendance of 169 pupils, of whom 119 were white and 50 colored. In the literary department, grammar, geography, arithmetic, philosophy, astronomy, and various other branches are taught, and in the industrial department, shoemaking, broom making, sewing, knitting, and mending, also the manufacture of horse collars, baskets, &c. A library has been begun and already numbers 400 volumes. The two departments for white and colored pupils are kept in separate buildings a mile apart, but they are under the same principal and board of directors. Each pupil in the institution is required to work 2½ hours every day.—(Return and circular, 1877.)

EDUCATIONAL CONVENTION.

COLORED CONVENTION.

An educational convention was held by colored people, at Raleigh, in the latter part of 1877. The committee on resolutions reported a series of resolutions reciting that the time has come for the colored people to think and act for themselves and to assume the task of moulding their own destiny as citizens of the American Republic; that education, morality, and industry must constitute the basis of their elevation and prosperity as a people; that the disappearance of race prejudice in the State and the growing sentiment of friendship and confidence between the races are in the highest degree gratifying; and that the colored people appreciate the efforts of the State press and the action of the State legislature and executive to provide more ample means for the education of the colored people of the State. The last resolution was warmly discussed and finally defeated, but one of somewhat similar purport was afterward passed.—(The Educational Weekly, December 13, 1877.)

OBITUARY RECORD.

DR. ALBERT SMEDES.

This reverend gentleman, distinguished for his educational work in North Carolina, was born April 20, 1810, in New York City; he studied at Columbia College there, at Transylvania University, Lexington, Ky., and at the Protestant Episcopal General Theological Seminary, New York City.

Ordained to the ministry in the year 1831, he officiated for several years in New York and Schenectady; but, suffering from bronchial ailment, which medicine and travel failed to cure, he had to relinquish ministerial work and devote himself to teaching, for which he was eminently qualified. He labored in this line for 4 years in New York, and then, seeking a milder climate, moved to Raleigh, N. C., in 1842, and founded there St. Mary's School, which he made one of the most noted of its class in all the South, and in which he educated some two thousand southern girls with painstaking fidelity and with a genial pleasantness that shed sunshine through the school. By general testimony of those to whom he was well known, he stood very high as an effective and esteemed school principal, and when he passed away, after 35 years of work in Raleigh, there was general mourning and a deep sense of loss. He died April 25, 1877.—(Raleigh Observer of April 26, 1877, and other authorities.)

CHIEF STATE SCHOOL OFFICERS.

Hon. JOHN C. SCARBOROUGH, *State superintendent of public instruction, Raleigh.*
[Term, under new constitution, to January, 1881.]

STATE BOARD OF EDUCATION.

[Term, to January, 1881.]

Members.	Post-office
His Excellency Zebulon B. Vance, governor	Raleigh.
His Honor Thomas J. Jarvis, lieutenant governor	Raleigh.
Hon. Joseph A. Englehard, secretary of state	Raleigh.
Hon. Joseph A. Worth, State treasurer	Raleigh.
Hon. Samuel L. Love, State auditor	Raleigh.
Hon. Thomas L. Kenan, attorney general	Raleigh.
Hon. John C. Scarborough, State superintendent of public instruction	Raleigh.

OHIO.

STATISTICAL SUMMARY.

	1875–'76.	1876–'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6–21)	1,025,635	1,027,248	1,613	....
Enrolled in public schools	722,963	722,240	....	723
Average daily attendance	447,139	448,100	961	....
Attendance in private schools	9,141	10,767	1,626	....
SCHOOL DISTRICTS AND SCHOOLS.				
Township districts	1,347	1,347	....	....
Subdistricts in these	10,627	10,721	94	....
City, village, and special districts	616	632	16	....
District divisions in these	715	714	....	1
School-houses in township districts	10,732	10,744	12	....
School-houses in cities, villages, &c	1,148	1,172	24	....
Whole number of public school-houses	11,880	11,916	36	....
Whole number of public school-rooms	14,951	15,504	553	....
New school-houses built	549	490	....	59
Cost of these	$1,159,350	$803,146	....	$356,204
Value of all public school property	20,969,557	21,145,527	$175,970	....
Average time of schools in days	155	155	....	....
TEACHERS AND THEIR PAY.				
Teachers necessary to supply the schools.	15,559	15,711	152	....
Different teachers employed	22,846	23,003	157	....
Number permanently employed	8,151	8,336	185	....
Average monthly pay of men in township district primary schools.	$39 00	$37 00	....	$2 00
Average monthly pay of women in same.	27 00	26 00	....	1 00
Average monthly pay of men in township district high schools.	65 00	63 00	....	2 00
Average monthly pay of women in same.	29 00	30 00	$1 00	....
Average monthly pay of men in city, village, and special district primary schools.	55 00	53 00	....	2 00
Average monthly pay of women in same.	35 00	35 00	....	....
Average monthly pay of men in city, village, and special district high schools.	80 00	77 00	....	3 00
Average monthly pay of women in same.	53 00	58 00	5 00	....
INCOME AND EXPENDITURE.				
Whole receipts for public schools	$8,605,134	$7,875,904	....	$729,230
Whole expenditure for them	8,462,757	8,036,621	....	426,136
STATE SCHOOL FUND.				
Amount of permanent school fund	$3,742,761	....	....	....

(Report of Hon. Charles S. Smart, State school commissioner, for 1876–'77, containing statistics for the preceding year.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State commissioner of common schools,* elected by the people every third year, beginning with 1874, has general charge of the interests of public schools throughout the State, and it is his duty to report concerning them by January 20 in each year.

A *State board of examiners,* composed of 3 persons appointed by the State commissioner for 2 years' terms, is authorized to issue life certificates of high qualifications to such teachers as it may find to possess the requisite scholarship, character, experience, and ability. These certificates, when countersigned by the commissioner, are valid throughout the State.

LOCAL.

A *county board of examiners,* of 3 members, is formed in each county; the probate judge of the county appoints 3 competent residents originally, and the board is continued by a fresh appointment of one member in each following year in place of one whose term of office then expires. Without a certificate of qualification from this board or from the State board, no teacher may be lawfully employed in the common schools of the county or draw a salary for service.

Boards of education for cities are described under the head of City School Systems, further on. Such boards for village districts consist of 3 or 6 persons elected by the people for terms of 3 years, with provision for change of one-third of them each year. Those for special districts consist of 3 members, with like provision for annual change. Those for township districts are composed of the township clerk and the clerks of the local school boards in the township, which boards have 3 directors each, one of whom may be annually changed. These several boards care for all local school interests. The clerks provide for an annual census of the school population.—(School law of 1873.)

There is no county superintendency of schools, though movements have been made toward securing it. In a few cases superintendents of townships have been voluntarily employed.

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

The statistics of the State report for 1876–'77 indicate progress in almost all important points except the public school enrolment. In this there was a slight retrogression as compared with the preceding year, though the enrolment in private schools advanced. In Roman Catholic schools and colleges a statement, prepared by a clergyman of that church and referred to by the State commissioner, showed 50,000 pupils of whom no account had been previously taken. But even with this addition to the 722,240 enlisted in the public schools and 10,767 in private schools, and with full allowance for all in colleges, there remain at least 230,000 who do not seem to be in any school. To bring in some part of this great number, a bill to secure to children the benefits of an elementary education was presented to the legislature in 1877 and passed March 20 of that year; but unfortunately the section on which almost the whole efficacy of the act depended was stricken out before its passage, and the law as passed can have no effective operation.

An examination of the State, city, and county reports leaves the impression that in cities and villages—where good teachers are employed at fair wages and intelligent supervision is maintained—there is excellent instruction in fair courses, with continued and decided progress; but that in country districts—where cheap teachers are the rule and where there is no supervision beyond that of school boards—there is, as in like districts in other States, much that still needs amendment. School-houses have been improved, indeed; good furniture has often been secured for them, blackboards are common, and not infrequently there are maps and libraries, but the testimony of both the State commissioner and subordinate school officers is that the informing spirit, an intelligent teacher under the spur of skilful supervision, is too largely wanting. The commissioner goes so far as to say that of the 23,000 teachers employed in the public schools at least 10,000 are as utterly unfit to teach as to practice law or medicine. One great means looked to for a remedy of this defect is the adoption of a general township school system in place of the present subdistrict plan. Another is an efficient system of supervision for the counties, such as has brought the cities up to their high standard. With this supervision and a township system also, some uniformity of text books, some fixedness of course, and some improvement in methods of instruction might be hoped for in the country schools. A bill for county supervision submitted to the legislature failed to pass; but friends of the measure still keep up an agitation in favor of it, and in many of the counties there is a demand for further efforts in that direction; it is likely that the bill will eventually become a law.

PROPORTION OF RACES AND STUDIES.

Two tables in the State commissioner's report show that of the 1,027,248 youth of school age 23,103 were colored, being 170 more than in 1876; and that of this number only 6,835 were in the schools for colored children, 357 less than in the preceding year. In all, however, 8,203 colored youth were enrolled, of whom 6,626 were in primary studies and 1,577 in academic; an increase of 1,197 in elementary and of 679 in higher branches. These figures indicate that a somewhat freer reception of colored pupils into schools for whites has stimulated the ambition of the former and led to an increased attendance and heartier devotion to school work.

Two other tables show that the 722,240 enrolled in all the public schools in 1876-'77 were distributed as to studies in common branches as follows: Alphabet, 99,117; reading, 587,772; spelling, 614,776; writing, 503,357; arithmetic, 484,027; geography, 228,170; English grammar, 175,290; composition, 118,785; drawing, 104,000; vocal music, 142,697; map drawing, 48,598; oral lessons, 160,943; United States history, 24,425; physiology, 5,132; physical geography, 5,449; natural philosophy, 10,283; German, 38,619. In what are considered higher branches, the distribution was: Algebra, 16,129; geometry, 3,055; trigonometry, 1,014; surveying, 115; book-keeping, 1,054; chemistry, 1,571; geology, 867; botany, 4,011; astronomy, 1,046; natural history, 608; mental philosophy, 407; moral philosophy, 151; rhetoric, 1,720; logic, 92; Latin, 4,216; Greek, 280; French, 110; general history, 2,279. The number of pupils in drawing and vocal music proves that these useful and refining studies secure a fair measure of attention. The 38,619 in German are probably in large part due to the presence of a considerable German population in the villages and cities of the State.

CHANGES IN SCHOOL LAWS.

Section 4 of the law of 1873, which made each incorporated village with the territory attached to it for school purposes a village school district, was amended in 1877 so as to leave the question of its becoming or continuing such a district to the decision of the voters in it. Section 56 of the same law was amended in its bearing upon cities of 30,000 to 75,000 inhabitants by limiting to 5 mills on the dollar of taxable property the levies in such cities for continuing schools, for purchasing sites for school-houses, for leasing, purchasing, erecting, and furnishing school-houses, and for all other school expenses. The way in which a bill for securing to neglected children the benefits of elementary education was so "amended" during its passage as to destroy all its efficacy as a law, has been already noticed under the present head, paragraph General Condition, page 196.

KINDERGÄRTEN.

True Kindergärten, in which the requirements of a youthful nature are met by a genuine child's school under a trained and capable Kindergarten teacher, the State commissioner says, may be an inestimable blessing to mothers whose household duties require all their time and attention. The State, in his opinion, as a measure of economy, can well afford to support such schools, but it cannot afford to support, any more than children can afford to attend, mere counterfeit imitations.

For all particulars respecting schools of this class reporting to the Bureau for 1877, see Table V of the appendix following.

CITY SCHOOL SYSTEMS.

OFFICERS.

In city districts with 10,000 or more inhabitants, the board of education consists of either 1 or 2 members for each ward, chosen for terms of 2 years each, half being elected each year, to give opportunity for annual introduction of fresh material. In city districts with less than 10,000 inhabitants, the board is ordinarily of 6 members, chosen for terms of 3 years each; though under special acts it may consist of 3 persons, or by vote of the majority of its members of 1 person, from each ward, in each case with arrangements for a partial annual change. There are also in cities boards of examiners, of 3, 6, or 9 competent persons appointed by the board of education, one-third liable to change each year. Without examination and certificate of qualification from these examiners no one can lawfully be admitted to teach in the public schools. In most cities, too, if not in all, there are superintendents of the city schools, appointed by the boards of education.—(School law of 1873, chapters 2, 3, 7.)

STATISTICS.

City.	Population.	Children of school age.	Enrolment.	Average attendance.	Teachers.	Expenditure.
Akron *a*	16, 746	4, 281	2, 658	2, 081	50	$83, 173
Canton *a*	*b*12, 500	3, 348	1, 963	1, 309	42	41, 198
Chillicothe	*b*13, 000	3, 241	1, 758	1, 385	43	29, 741
Cincinnati	280, 000	93, 042	31, 370	24, 074	587	660, 934
Cleveland	*b*133, 650	*c*49, 014	21, 659	15, 044	356	397, 781
Columbus	49, 381	14, 209	7, 111	5, 403	133	182, 005
Dayton	*b*35, 000	10, 769	5, 376	4, 035	113	148, 556
Hamilton *a*	*b*14, 000	5, 198	1, 762	1, 344	33	48, 673
Mansfield	10, 000	2, 738	1, 764	1, 301	34	28, 385
Newark *a*	*b*11, 000	3, 519	1, 701	1, 230	38	33, 871
Portsmouth *a*	*b*12, 000	3, 968	2, 079	1, 571	41	29, 958
Sandusky *a*	*b*17, 000	6, 491	2, 299	1, 757	39	58, 847
Springfield	*b*20, 000	4, 995	2, 835	2, 095	50	62, 691
Steubenville	*b*13, 500	4, 376	2, 285	1, 751	38	37, 665
Toledo *a*	*b*50, 000	13, 992	7, 636	4, 451	129	142, 647
Zanesville	18, 000	5, 411	2, 965	2, 104	63	42, 748

a From written returns in whole or in part. *b* Estimated present population. *c* This is the number between 5 and 21 years of age, the only enumeration given in the printed report; the number of the State school age (6 to 21) is stated in a return to be 45,429.

ADDITIONAL PARTICULARS.

Akron.—The system here comprises 1 high school, 9 grammar and 27 primary schools. The high school enrolment in 1876–'77 was 175; grammar school, 722; primary, 1,761. The average daily absence in all was only 89; the percentage of attendance on the whole enrolment, 78.3; on the number belonging, 95.9. The average daily attendance in all the schools has doubled within 9 years and in the high school it has more than quadrupled. Drawing was taught by a special instructor, who also teaches penmanship.—(Report of Superintendent S. Findley.)

Canton reports 1,910 sittings for study, an increase of 190 in enrolment over any other year, and an average cost of tuition per capita, based on average daily attendance, of only $14.15. In the high school, which numbered 95 pupils, the cost for each of the 78 pupils in average attendance was only $28.42, both wonderfully low rates for good instruction. Drawing is not taught, but music is. The number in private and parochial schools during the year was about seven hundred.—(Report of Superintendent John H. Lehman.)

Chillicothe has schools classed as primary, grammar, and high, each of these divisions consisting of 4 grades. Drawing and German enter into the instruction given. The high school had an enrolment of 134 pupils, and a school library of 4,557 volumes was used during the year by 2,286 readers.—(Report of Superintendent G. N. Carruthers for 1876–'77.)

Cincinnati.—From this city comes the usual full report; it shows 26 district schools for white and 6 for colored pupils, 4 intermediate for whites and 2 for colored, with 2 high schools for whites and 1 for colored, besides a normal school with 113 pupils, and a city school for deaf-mutes with 24. The school buildings in use numbered 48; the school rooms, in all, 573, of which 562 were in use. Each pupil had an average of 13 square feet of floor and 190 cubic feet of space; the superintendent says that according to the best medical authorities there should be 300 cubic feet of space to each pupil. There were also 15 night schools, of which 4 were for colored pupils, the whole enrolling 3,631 pupils, 806 of them in a night high school. The enrolment in these schools was 14.2 per cent. greater than the average of preceding years, each teacher having, on an average, 51 pupils on the register and 30 in nightly attendance.

Efforts have been made during the year to secure for the school buildings of the city better ventilation and light than they have had, and the conclusion reached as to the former was that the only way to secure both proper warmth and reasonably pure air is by the use of mechanical ventilation. As to light, the prime practical suggestion is that efforts to get enough for the now poorly lighted buildings should be put forth, and that meanwhile in these, if not in all, special care should be exercised in arranging the blackboard exercises, so as not needlessly to task the eyes of pupils. To this end the superintendent urges that the exercises to be studied at a distance be made to bear a proper relation to the visual angle, distance, and degree of light, and, also, that special regard be paid to the natural capabilities of pupils as to their range of vision.

In studying arithmetic, a change was made from the order of the text book, by deferring to the close of the year the study of such things as ratio, proportion, and aliquots, and giving the heart of the term, in the intermediate schools, to such practical matters as percentage and interest; less time, too, was given to compound numbers, the work therein being confined to learning the tables and to plain reduction, ascending and descending.

The spelling book is no longer used in spelling, dictation exercises from familiar books taking its place. Technical grammar has less attention than it had and the exercises in composition more. Penmanship secures the same fine results as formerly, at less expense. Drawing and music have their old share of attention, with excellent results.—(Report for 1876–'77.)

Cleveland.—The system here comprised in 1876–'77 a normal school with 49 pupils, 3 high schools with 713 pupils, and 37 grammar and primary schools with 20,897 pupils. Among the 356 teachers are 5 special teachers, namely: of music, penmanship, drawing, gymnastics, and elocution; also, 3 assistant superintendents or supervising principals, who are men, and 4 special superintendents of primary instruction, who are women. During the last 10 years the total enrolment of pupils has increased 113 per cent., while in the same time that in the high schools has increased nearly 250 per cent., showing plainly a growing demand for higher education. During this decennial period, the enumeration of youth has increased only 90 per cent., while the average daily attendance has increased 127 per cent. and the number of teachers 120 per cent. In reply to those who say that the public schools are declining in public favor, a table of comparative statistics for 10 years is given, from which it appears that of every 100 children attending all classes of schools the public schools have gained 5, of whom 2 came from the private schools and 3 from the church schools. Moreover, a comparison of the cost of public school instruction with that of the chief private school in the city shows that those who sent their children to the latter paid for the tuition of each in the grammar grade $150 for the year, and in the primary grades $125; while those who sent them to the public schools, if they had property subject to taxation, paid only at the rate of $26.44 for each in any grade. The number of pupils studying German during the year was more than one-third of all in the public schools, or a monthly average of 5,959, being an increase over last year of 500. This department numbered 173 classes, of which 95 were primary, 66 grammar, 11 high school, and 1 normal. It is believed that this study has assisted rather than retarded advancement in the general work of the schools. Music, drawing, and penmanship have received, as before, a considerable measure of attention, and exercises in elocution under a special teacher have greatly improved the reading in the schools. The normal school graduated in 1877 a class of 21, and the high school classes numbered in all 68 students. Of these last, 27 were boys and 41 girls.—(Report of Superintendent A. J. Rickoff, 1877.)

Columbus.—Besides the enrolment of 7,111 pupils in public day schools, 306 attended night schools and 1,548 private and parochial schools, making a total of 8,965 who were receiving instruction. The public schools can seat 6,848. Of the 108 public schools, 1 was a high school, 38 were grammar, 64 primary, and 5 ungraded. The percentage of the average daily attendance on the average number belonging was as follows: in the high school, 95; in the grammar and primary, 94; and in the ungraded schools, 91. Cost of tuition per capita on average number belonging, $16.22. Enrolment in high school, 433; average attendance, 360. Number of volumes in public school library, 1,705. The system of instruction aims at thoroughness in every elementary branch of study. Spelling is taught by the phonic method for the first half year with beginners; afterward by the regular letter forms, with daily exercises, carried also into every recitation throughout the course. Reading receives most attention. Nearly one-fourth of the time for eight years is given to arithmetic. Penmanship, music, drawing, German, and oral lessons in natural science help to vary and advance the training in geography, grammar, United States history, and composition.—(Report of Superintendent R. W. Stevenson for 1876–'77.)

Dayton reports 114 school rooms, with 5,718 sittings. The schools are called "district schools" up to the eighth year, when an "intermediate school" comes in between them and the high school. There are, for all, 4 terms in each year; and in all, during 1876–'77, the enrolment was larger and the attendance greater and more regular than at any previous period in the history of the schools. Three night schools enrolled 228 pupils, with an average attendance of 113. A city normal school had 16 pupils under training in mental philosophy, in the philosophy and history of education, in methods of teaching, and in school management. German and music enter largely into the general course of study, and the propriety of special industrial training after the Russian system is brought up for consideration. A public library, under control of the school board, was rearranged during the year and found to have 9,590 volumes left, out of about 15,000 previously reported. Of its contents, 75 per cent. are prose fiction, and its circulation of 34,838 books during the year shows how much favor it finds among the people.—(Report of Superintendent John Hancock for 1876–'77, and of the library committee.)

Hamilton reports 5 school buildings with 34 rooms, of which 5 were unoccupied during the last school year; total seating capacity, 1,734. One of the public schools is for colored children, and had an enrolment of 53 children of this class out of 79 in the city of school age. The pupils are said to be under excellent instruction and to be making substantial progress in their studies. German necessarily receives large attention in the public schools from the presence of a large German population, the enrolment in German-English classes reaching 40 per cent. of the total enrolment. Drawing has also been successfully taught under a system by which the ordinary teachers, after training by a specialist, become teachers of their regular classes in this study. The results appear to have been eminently encouraging. The city high school had, for the year, an enrolment of 101 pupils.

The private and parochial enrolment of pupils here, 996, added to that in the public schools, gives a total of 2,758 youth under instruction, a little more than 53 per cent. of the children of school age.—(Report of Superintendent Alston Ellis for 1876–'77, and return.)

Mansfield reports 300 in private and parochial schools additional to the 1,764 in public schools. In these last, drawing, penmanship, and music receive the attention which they merit, a special teacher of music being employed and one also of penmanship and drawing.—(Return to Bureau of Education.)

Newark.—The figures in the table are from a return by Superintendent J. C. Hartzler, no printed report having been received. It appears from this that the schools are classed as primary, grammar, and high, with probably the usual 4 grades in each division; that there are 6 school buildings, with 34 rooms for study and recitation, with 2 additional in the high school for recitation only; that there were 1 evening school and 5 private or church schools, these last enrolling 263 pupils besides those in the public schools. Special teachers of penmanship and German were employed in the city schools.

Portsmouth.—Here also the figures are from a return of the superintendent, M. S. Campbell, no report having been published for 1876–'77. Classification of the schools, primary, grammar, and high; apparently no evening school. A special teacher of German was employed; the public schools occupied 40 rooms in 6 school buildings; 5 private and church schools had about three hundred pupils.

Salem, in a brief report, presents an enumeration of 1,127 youth of school age, an enrolment of 761, an average attendance of 536, the cost of tuition based on average attendance reaching only $7.62 in the 7 primary schools, $15.17 in the 4 grammar schools, and $33 in the high school.—(Report for 1876–'77 of Superintendent William S. Wood.)

In *Sandusky* the promotion of those pupils who will bear advancement at the beginning of the winter term is said to have proved a great help in grading the schools. The classes were taken over the ground somewhat rapidly, and when it was found that pupils understood the work well enough to justify promotion they were placed in the higher grades and the classes reviewed the work of the year. Those who remain in their grades are thus enabled to understand better what they have studied, while the transferred pupils are placed by the review on an equality with the class to which they have been advanced. Eleven months after the date of the promotions many teachers rated the advanced pupils among the best in their classes; and in one instance where 13 pupils reached 100 in an examination in arithmetic, 12 were promoted pupils. There being 970 children of German parentage in the schools above the first year, German is an optional study, and 694 German children study it, with 157 others. Drawing also receives attention.—(Report of Superintendent U. T. Curran for 1876–'77.)

Springfield has the usual primary, grammar, and high school divisions, with 4 classes in each division. German, drawing, and music enter into the system of instruction, apparently through all the grades, and general progress is claimed in the character and efficiency of the instruction in these, as in other studies. The schools occupy 6 buildings, with 46 school rooms and a seating capacity of 2,648. The buildings are all in good condition and the furniture is of the modern improved style. The high school nearly doubled its enrolment in 1877.—(Report of Superintendent W. J. White for 1876–'77.)

Steubenville classes her schools as primary, intermediate, grammar, and high; the primary having 6 subdivisions, the intermediate 2, the grammar and high 3 each; the completion of the whole course, however, requiring only 12 years. There are primary and grammar grades in a school for colored children. A German course reaching through 5 classes is presented, but precisely where it begins and ends does not appear. There are also special classes for teachers in arithmetic, English grammar and literature, mental philosophy, Latin, Greek, and German, with meetings of teachers each month.—(Report of Superintendent Martin R. Andrews for 1876–'77.)

Toledo published no report of her schools for 1876–'77, but a return from Superintendent McDonald shows, in addition to the figures in the table, an estimated enrolment of 2,200 in 10 private and parochial schools, and a system of public schools with 23 school buildings, 121 rooms, and an estimated valuation of school property reaching $600,600. Besides teachers of the ordinary branches of study, there appear special teachers of music, drawing, French, and German, the last requiring 2 teachers. The schools have the usual division into primary, grammar, and high, with probably 4 grades in each division.

At *Zanesville* the schools, 52 in number, in 17 buildings, with 54 rooms for study and school use and 11 for recitation and office use, were designated as colored, German-English, primary, secondary, senior, and high schools. The first 3 years in the school course are devoted to primary studies, the next 3 to those here termed secondary, 2 more to the senior, while in the high school there is a business course of 2 years, an English, and a business and English, each of 3 years, with an English and Latin course of 4 years. The whole number enrolled in the public schools was 2,965; in the German-English schools, 195; in the colored, 200. The high school had 139.—(Report of Superintendent Alva T. Wiles for 1876–'77.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS AND DEPARTMENTS.

The schools of this class which present returns, by catalogue or otherwise, for 1877, are the *Northwestern Ohio*, at Ada; the *National*, at Lebanon; the *Western Reserve*, at Milan; the *Ohio Central*, at Worthington; the *Normal Department of Wilberforce University*, near Xenia; the *Ohio Free Normal School*, Yellow Springs, and the normal and training schools of the cities of Cincinnati, Cleveland, Dayton, and Sandusky. For full statistics of all these, see Table III of the appendix following; for a summary of these statistics, the Report of the Commissioner preceding.

The *Cincinnati, Cleveland, Dayton*, and *Sandusky* normal and training schools belong to the public school systems of those cities, and are sustained by public school funds. The Cincinnati school, which reports 9 instructors and 116 lady students, has been overcrowded, and its graduates are in excess of the demand in that city for teachers of public schools. The Cleveland school, with 5 teachers and 41 lady students, in the fall term of 1877, graduated 21 that year, and from its establishment in 1841 to that time had graduated 68, of whom all but 9 were engaged in teaching in the city schools. The Dayton school, with 1 instructor and 16 lady students, graduated 10, of whom 2 found places in the schools. The Sandusky school reported 4 normal students under 1 instructor in 1877, all females and all graduated at the close of the year. Its course is 2 years. Of its graduates 9 are teaching in the public schools.

The *Northwestern Ohio Normal School*, at Ada, reports in its catalogue for 1877 the consolidation with it of the *Northwestern Normal*, formerly at Fostoria. For several reasons, and especially because the similarity of names gave rise to confusion, it was judged best to unite the two schools. Besides the teachers' course, covering 2 years, classical, scientific, commercial, preparatory, and musical courses are provided, giving it largely an academic character. Its enrolment of normal students for 1876–'77 was 391.—(Catalogue and return.)

The *National Normal School*, at Lebanon, besides its course in normal training, has preparatory, classical, scientific, engineers', and business courses, giving it also an academic aspect. In the teachers' course, two terms of 10 weeks each are ordinarily required to obtain a teachers' certificate, and 3 terms, a diploma. The shorter course, it is said, prepares teachers to manage a grammar school, as well as any school of lower grade. The branches pursued are English grammar, arithmetic, geography, map drawing, physiology, United States history, penmanship, objective drawing, elocution, and the art of teaching and school management. Instructors, 17 in 1877; students in normal courses, 1,245.—(Catalogue, 1877, and return.)

The *Western Reserve Normal School*, at Milan, reports 6 instructors and 153 normal students for 1877, one of the instructors being non-resident. Its full course is 4 years. It graduated no students in 1877.

The *Ohio Central Normal School*, at Worthington (apparently much more strictly than the 2 preceding a school for training teachers, though on a less extended scale), offers three distinct, though related, courses of study, the elementary normal, the English normal, and the classical normal; the first requiring 1 year, the second 2 years, and the third 3. A model school has been organized in connection with the course of study; also, a business department and a genuine Kindergarten, for the development of little children according to Fröbel's method and for the training of ladies as Kindergarten teachers. Regular instructors, 6; normal students, 190 in fall term of 1877; graduates in that year, 14.—(Catalogue.)

The *Ohio Free Normal School*, at Yellow Springs, a department of Antioch College, was organized in 1876. It charges no tuition to persons over 17 who declare their intention to teach for at least 1 year after leaving the school and who pass a satisfactory examination in the English branches usually taught in public schools. The course of study is arranged for one year. There were 4 instructors in 1877, and 58 students; graduates, 12.—(Catalogue of Antioch College.)

The *Normal Department of Wilberforce University*, near Xenia, embraces preparatory, scientific, and classical courses, and a "practical" school. The course of study covers 3 years. Its aim is to train teachers for colored schools, but it appears to have been closed during 1876–'77.—(Catalogue and return.)

Besides these there appear in Table XXX of the State report 2: the *Geneva Normal School,* at Geneva, Ashtabula County, with 7 teachers and 146 students, of whom 55 were in the regular course, 2 being graduated; and the *Hopedale Normal School,* at Hopedale, Harrison County, with 6 teachers and 125 students; number in regular course not given, though it is stated that 1 was graduated from that course.

Normal departments or classes existed in Buchtel, Hiram, Mount Union, and Xenia Colleges and in Baldwin and Ohio Wesleyan Universities. Xenia held a summer normal of 5 weeks, beginning July 23, 1877. The University of Cincinnati announces that it has made arrangements for summer instruction of teachers in mathematics and astronomy, its facilities for which are good.

The Medina Normal School has been consolidated with the Northern Indiana Normal, and the Republic Normal School has been closed.

SPECIAL NORMAL INSTRUCTION.

A normal institute for instruction in drawing was held in Sandusky, by Prof. L. S. Thompson, in the summer of 1877.

Another, combining instruction in science and art, was held at Columbus under the auspices of professors in the Agricultural and Mechanical College there.

At Columbus, a training class for Kindergarten teachers or those proposing to become such was conducted in 1877 by Miss M. H. Ross, for what time or with what attendance is not stated.

INSTITUTES.

County teachers' institutes, as well as institutes in cities, are provided for in the school law, but they are not made imperative. They must continue in session at least 4 days, and during their sessions any teacher in a public school of a county in which one is in progress may dismiss his or her school without forfeiture of pay in order to attend it. No union school, however, may be so dismissed unless a majority of teachers in it are in favor of such dismission. The expenses of these institutes are paid out of the surplus of the fees for examining teachers, after paying all expenses of such examination.

The institutes for 1876–'77 were held in 81 counties, some counties having two; 10,103 members attended. The State commissioner, who was present at very many of the meetings, found a marked improvement in the interest taken in the institutes, not only among the teachers but also among the people of the places at which they were held.

EDUCATIONAL JOURNAL.

The Ohio Educational Monthly, published at Salem, now sharing with the Pennsylvania School Journal the honor of being the oldest of our school journals, continued throughout 1877 to furnish large amounts of information as to local and general school matters, with free discussion of important educational questions. The editor is Hon. W. D. Henkle, formerly State commissioner of common schools.

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

The number of pupils in public high schools in 1876–'77 is stated by the school commissioner to have been 27,395, which is an advance of 1,795 on the enrolment of the preceding year. Of this number, 1,188 were in township district high schools and 26,207 in those of city, village, and special districts. The relative numbers in each high school study have been already given.

But while thus presenting full and clear statistics of public secondary training in his State, Mr. Smart devotes considerable space to a renewal of the argument in his previous report against the present character of high school training. He does not deny the lawfulness of public high schools under existing statutes; does not deny that a strong feeling in favor of them has been shown by the great body of our educators; does not deny that "a rule requiring instructors in the common schools to be prepared to teach and advising pupils to study other and higher branches" than the fundamental ones, would be a "reasonable" rule. He does, however, question the expediency of high school training as now given; denies that the results from it are proportionate to the expenditure; and doubts whether public feeling in respect to it will continue to justify this expenditure, unless there should be a rearrangement of the studies which may give greater prominence than is at present given to preparation for mechanical and industrial pursuits. "High schools," he says, "must be reorganized. Fewer studies, and those more suitable to the requirements of the masses, must constitute the course of secondary instruction, and many more instructors than are now employed must be engaged to teach these branches." Unless this is done, he thinks that "high schools should be abandoned as a superficial and educational extravagance."[1]

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[1] The effort here is to make an exact report of the author, as other views are exactly reported elsewhere. See Secondary Instruction in California, Massachusetts, Minnesota, Missouri, &c.

OTHER SECONDARY SCHOOLS.

For 1877 there were 20 academies and other private schools of kindred grade that reported to Mr. Smart, in accordance with existing law, against 18 such in the preceding year, the reports showing 119 regular instructors and 2,055 students against 83 instructors and 2,052 students in 1876. Five of these institutions, however, were normal schools, with 32 teachers and 1,090 pupils, the subtraction of which would make a considerable difference in the sum.

For statistics of secondary institutions reporting to this Bureau, such as business colleges, private academic schools, preparatory schools, or preparatory departments of colleges and universities, see Tables IV, VI, VII, and IX of the appendix following, and summaries of them in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

From want of space for notice of the courses in the various colleges and universities, reference is made to the description of these courses in the Report of the Commissioner of Education for 1876. The following changes or additions, however, may be noted:

Baldwin University, Berea, drops from its catalogue for 1877 the course in pharmacy mentioned in the previous year, and substitutes for it a commercial course.

Kenyon College, Gambier, also adds, in her catalogue for 1876–'77, a commercial course to those previously spoken of in connection with her preparatory school.

Denison University, Granville, in addition to the courses before given, offers special instruction in elocution and vocal music.

Western Reserve College, Hudson, has added to the other courses one in which modern languages are substituted for the Greek.

Marietta College, Marietta, has instituted a course occupying the same time as the regular course and embracing all its studies except Greek, for which will be substituted additional work in modern languages and in natural and physical science.

Oberlin College, Oberlin, has in its preparatory department, mentioned last year, an English division not then noted, and meant to prepare for what is termed the literary course in college.

Otterbein University, Westerville, besides the courses indicated, has arrangements for special instruction in modern languages, instrumental and vocal music, drawing, and oil painting.

Antioch College, Yellow Springs, has a normal school not noted in last year's account.

The *University of Cincinnati* also has a school of design, not then referred to, which was opened in 1869. It presents a 4 years' course of art instruction, which has become an important factor in the industrial training of the West. Beginning with only 30 students, about four hundred are now enrolled. The school's work in carving attracted much attention at the Centennial, and draws continually increasing numbers.

Besides these, the following, which had no notice of their courses in the Report of the Commissioner of Education for 1876, furnish this information for some part of 1877:

Buchtel College, Akron, with classical and scientific courses of 4 years each, has a literary course of 3 years, and arrangements for preparatory and normal training. It offers to both sexes its advantages for liberal education.

Franklin College, New Athens, also with classical and scientific courses, begins the Latin of the freshman year in the former with Virgil's Eclogues; the Greek, with Herodotus. There is a preparatory department to give special training for the collegiate. Both sexes are admitted.

Muskingum College, New Concord, has preparatory, collegiate, normal, and musical departments, the collegiate divided into classical and scientific. Its classical course begins, however, with a part of Cæsar in the Latin of the freshman year, and with Xenophon's Anabasis and the Greek grammar.

Ohio Central College, Iberia, invites both sexes to its halls on equal terms, and provides for preparatory and collegiate instruction, the latter in classical and scientific courses.

Willoughby College, Willoughby, also for both sexes, has literary, commercial, and musical departments, the first covering 4 years of either classical or scientific study. The scientific differs from the classical only in allowing the student to omit all the Greek, or both the Greek and Latin, after the freshman year, substituting therefor German during 2 years.

We learn from the Ohio Educational Monthly of the establishment, apparently in 1877, of a new institution, the *Rio Grande College*, in Gallia County.

For statistics of all reporting colleges, see Table IX of the appendix following, and a summary of it in the Report of the Commissioner preceding.

COLLEGES FOR WOMEN.

Besides the opportunities afforded women in colleges open to both sexes, there are in the State a number exclusively for them, 11 of which report for 1877. All these teach music, drawing, French, and German; 10 teach painting, and 2 Italian; 9 have means for illustration in chemistry, and 8 in physics; 2 have art galleries; 4, gymnasiums; and 10 libraries ranging from 500 to 2,500 volumes, and aggregating 15,793.

For full statistics, see Table VIII of the appendix, and a summary in the Commissioner's Report preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *Ohio Agricultural and Mechanical College*,[1] at Columbus, founded on the congressional land grant of 1862, was opened in 1870. The total value of endowment and property now exceeds a million dollars.

The departments of instruction are as follows: (1) Physics and mechanics, (2) chemistry, (3) zoölogy, (4) botany, (5) geology, (6) agriculture, (7) mathematics, (8) civil engineering, (9) English, French, and German languages, (10) Latin and Greek languages, (11) mechanical and free hand drawing, (12) military science and tactics, and (13) mining and metallurgy. The most valuable advance of the year past was the establishment and equipment of a department of mining and metallurgy. This was ordered by the State legislature in an act passed May 7, 1877, $4,500 being at the same time appropriated to equip the new department. In order to make place for it, the professorship of political economy and civil polity was abolished. The legislature increased the board of trustees of the college from 5 to 20, so as to include one member from each congressional district of the State.

There was an attendance of 251 during the year 1876-'77, a gain of 109, or 77 per cent. over the previous year. Fifty counties of the State and six States of the Union were represented.—(Report, 1876-'77.)

Scientific instruction was also provided in the *Toledo University of Arts and Trades*, but a return received by the Bureau states that the institution was closed in 1877, owing to financial embarrassment.

At the *Observatory of the University of Cincinnati* instruction is given in astronomy and the mathematical processes which relate to it.

THEOLOGICAL.

For names and statistics of the theological institutions which report for 1877, see Table XI of the appendix following, and a summary of it in the Report of the Commissioner preceding.

A majority of these institutions have a course of 3 years, some of 2 years, while others report it 4 or 5 years. In these last instances, most probably, some preparatory training is included in the course. Of the students in attendance a comparatively small proportion had received degrees in letters or science. The *Lane Seminary*, at Cincinnati (Presbyterian), and the *Union Biblical*, at Dayton (United Brethren), require a collegiate or other preparation for entrance.

LEGAL.

The *Law School of the Cincinnati College*, with a course of 19 months and an attendance always considerable, has not yet followed the example of some other schools in requiring special literary qualifications for admission. For statistics, see Table XII.

MEDICAL.

Statistics of the various medical colleges and medical departments of other colleges, as well as pharmaceutical and dental schools reporting to this Bureau, may be found in Table XIII of the appendix following, and a summary in the Report of the Commissioner preceding.

Of these institutions, the *Cincinnati College of Medicine and Surgery*, the *Medical College of Ohio*, and the *Miami Medical College*, all in Cincinnati, have graded courses covering the work of 3 years, which they encourage and advise their students to take, though they require only 2 years of study in the college. The *Medical College of Ohio* has also a course still more advanced for college pupils, which non-graduates in arts may not enter without a preliminary examination as to qualifications. The *Cleveland Medical College* and the *Medical Department of the University of Wooster*, in the same city, have both second annual courses, beginning in April and extending into the summer, which students are encouraged to attend in addition to the regular winter course, with a view to fuller qualification for future work. The former offers to those who have graduated at literary colleges a medical diploma a year earlier than others who have not so graduated. The latter, to induce full preparation for practice, offers to students who have attended 2 full courses in its halls a free ticket to a third course.—(Catalogues.)

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[1] From a circular received since the notice given was written, it appears that the name has been changed to the Ohio State University.

The *Pulte Medical College*, Cincinnati (homœopathic), has now 2 annual courses of lectures, covering 9 months, instead of the former 5.—(Catalogue.)

The *Ohio College of Dental Surgery*, at Cincinnati, advises, but does not require, a special literary qualification for its course.—(Catalogue.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The *Ohio Institution for the Education of the Deaf and Dumb*, at Columbus, had an attendance in 1877 of 508 pupils, who were taught in 23 classes the studies usually pursued in the best public schools. The departments are graded as primary, grammar, and academic. Articulation and lip reading were successfully taught during the year. The employments are shoemaking, bookbinding, and printing. Manual labor is required of all, according to ability, the maximum of time it is imposed being 2½ hours daily.—(Return and report of institution for 1877.)

The *Cincinnati Day School for the Deaf and Dumb*, founded in 1875, had an attendance in 1877 of 25 pupils, of whom 17 were males and 8 females. The school is under the control of the board of education, and the branches taught are the same as those taught in the common schools.—(Return.)

EDUCATION OF THE BLIND.

The *Ohio Institution for the Education of the Blind*, at Columbus, organized in 1837, has, since that date, had 952 pupils under instruction, and reports for 1877 an attendance of 154, who are taught the common and higher English branches and Latin, besides such employments as cane seating, broom making, beadwork, knitting, hand and machine sewing.—(Return for 1877.)

EDUCATION OF THE FEEBLE-MINDED.

The *Ohio State Asylum for the Education of Idiotic and Imbecile Youth*, at Columbus, cared for 451 feeble-minded children during 1877, of whom 271 were males and 180 females. The education includes the simple elements taught in the common schools, where that is practicable; a course of training is also given in the more practical matters of every day life, such as the cultivation of habits of cleanliness, propriety, and self reliance; while the development of a capacity for useful occupation is attempted.—(Return and printed report, 1877.)

INDUSTRIAL AND REFORMATORY TRAINING.

The *Toledo Industrial School Association* aims to afford instruction in domestic industries to the children of the poor. A day school was planned for 1877, but the limited means of the society prevented the carrying out of this idea. A Saturday sewing school, however, was kept up, and measures were taken to secure a permanent place for it.—(Fourth annual report.)

The *Cincinnati House of Refuge* afforded school instruction and training in various branches of mechanical industries to an average of 190 boys and 44 girls during 1877, the aim being to make the place a good industrial school to train head, heart, and hand alike, and to prepare each pupil to go out into the world fitted to prosecute some useful occupation.—(Report for 1877.)

The *Girls' Industrial Home*, Cincinnati, which had received and trained 336 up to November, 1876, and had in that month 203 in training, makes no return of its inmates or work for 1877.

The *Ohio Reform School*, which gives its inmates a common school training, with instruction in a variety of industrial pursuits, received 227, discharged 149, and had remaining at the close of the year 502 boys.—(Return of superintendent for 1877.)

EDUCATIONAL CONVENTIONS.

OHIO STATE TEACHERS' ASSOCIATION.

The annual session of this association at Put-in Bay, July 3–5, appears to have been interesting and important. The attendance was large, and some of the teachers travelled more than four hundred miles to reach the place of meeting. Besides the inaugural address of President Findley, the following papers and addresses were presented: "Unclassified schools to accompany graded schools," by M. R. Andrews, of Steubenville; "The metric system," by Professor T. C. Mendenhall, of the Ohio Agricultural and Mechanical College, Columbus; "Suspension from school as a means of discipline," by M. S. Campbell, of Portsmouth; "High schools and colleges," by President E. T. Tappan, of Gambier; "Some reasons why drawing should be taught in our public schools," by L. S. Thompson, professor elect of industrial art in Purdue University; "Spelling reform," by E. O. Vaile, of Cincinnati; "The past and the future of education in Ohio," by Hon. T. W. Harvey, of Painesville; "The educational work and place of

Ohio," by President Israel W. Andrews, of Marietta; "The Centennial educational exhibit of Ohio," by Hon. C. S. Smart, commissioner of common schools. An historical sketch of the life of the late Col. John A. Norris, ex-commissioner of schools, was given by R. W. Stevenson, of Columbus, and drew forth several earnest eulogies of the deceased.

Discussions of great interest followed the reading of many of these papers, prominent among which may be mentioned those on spelling reform and the suspension of pupils from school. The papers of Professors Mendenhall and Thompson excited such interest as to lead to a special separate publication of them. An interesting feature of the meetings, in connection with the discussion of the metric system, was a large case full of metric measures exhibited in the office of the Put-in Bay House, on behalf of the Metric Bureau of Boston, which is selling measures and weights at half cost price, in order to educate the people in the use of the metric standards.

A number of high school principals presented a series of resolutions, with a preamble in which it was claimed that certain statements in the last report of the State commissioner relative to the cost of high schools as compared with other grades are erroneous; the resolutions provided for a committee of 3 to ascertain, so far as possible, the actual cost of the high schools of the State, including buildings, instruction, &c., and report at the next annual meeting of the association. The resolutions were adopted, and E. W. Coy, of Cincinnati, E. H. Cook, of Columbus, and H. P. Ufford of Chillicothe, were appointed a committee.—(Ohio Educational Monthly, August September, and October, 1877.)

GENERAL OHIO TEACHERS' ASSOCIATION.

The meeting of the association, in Chillicothe, October 26–27, is reported to have had an attendance of nearly five hundred teachers, among whom were many prominent in the profession. Besides the inaugural address, by Superintendent R. W. Stevenson, of Columbus, addresses and papers were presented on "The public high school," by E. H. Cook; "School reforms," by A. J. Willoughby; "The unexamined work of the teacher," by J. H. Brenneman; "The safety of our Republic," by James C. Murray; "The elements of success in teaching," by Lissa Daugherty, and "The advantages of a compulsory system of education," by Lottie L. Watt. A lecture was also given by the State commissioner of common schools elect, Hon. J. J. Burns, on "Man," to an audience of about seven hundred teachers and others. The lecture was reported as entertaining throughout, and richly illustrated with apt examples from both physical and linguistic sources.—(Ohio Educational Monthly, December, 1877.)

NORTHWESTERN TEACHERS' ASSOCIATION OF OHIO.

This body met at Allentown, December 27–28, 1877. After the inaugural address, by Superintendent G. W. Walker, of Lima, papers and addresses were presented as follows: "Our common schools—their relation to the future;" "Need of tact in the school room;" "The practical teacher;" "Trinity of success: earnestness, concentration, and perseverance;" "The German language in our public schools;" "Mensuration taught objectively;" "Primary teaching;" "Normal schools: their work in the future;" and the "True theory of the earth's daily revolution."—(New-England Journal of Education.)

EASTERN OHIO TEACHERS' ASSOCIATION.

The meeting of the association was held at Bellaire, November 30 and December 1, 1877. Among the papers and addresses were "The examination test;" "Mathematics;" "The cultivation of the memory;" "The true place of the high school in a system of public schools," and "Characteristics of the model teacher."—(Ohio Educational Monthly, December, 1877.)

OBITUARY RECORD.

EX-COMMISSIONER J. A. NORRIS.

Hon. John A. Norris, State commissioner of common schools from 1866 to 1869, died January 19, 1877, at Columbus, in the forty-second year of his age. Born near Painesville, Lake County, of parents who had come to Ohio from New Hampshire, he received his early training in the schools of his native State, and began early as a teacher. He obtained through teaching the means for collegiate study, which he prosecuted first at Madison College, Antrim, 1855–1856, and next, 1857–1860, at Kenyon College, Gambier, where he was graduated. Engaging then as a teacher in Louisiana, he soon experienced the difficulty of maintaining at once loyalty and peace, when all around him were the movements toward a civil war. Returning to Ohio, he began again to teach, this time as principal of the high school at Cadiz, of the schools in which place he was soon made superintendent. Afterward, resigning this position, he raised a company, went into the army as captain of it in August, 1862, and after two years of active and honorable service he came out as colonel, having lost his right leg in action. The next year, 1865, he was nominated for State commissioner of common schools, elected, and served with such efficiency as to win over to him even those who had been doubtful of his capacity to fill the place. Better supervision, as a means to better teachers and better schools, was the great end aimed at during his term of office. The county superintendency which he especially desired to obtain for the whole State, he did not succeed in securing from the legislature. But the desire for it and for the improvement it was hoped that it might bring, he did succeed in infusing into the great body of the teachers of the State, and they aided him in his endeavors. He made himself so popular in his first term that he was easily reëlected; but after a year of service he resigned, May, 1869, to accept the more remunerative position of pension agent at Columbus; this place he held until his death.—(Ohio Educational Monthly, October, 1877.)

CHIEF STATE SCHOOL OFFICERS.

Hon. James J. Burns, *State commissioner of common schools, Columbus.*

[Term, 1878–1881.]

STATE BOARD OF EXAMINERS.

Members.	Post-office.
Hon. John B. Peaslee, president	Cincinnati.
Hon. Alston Ellis, secretary	Hamilton.
Hon. William W. Ross, treasurer	Fremont.

OREGON.

STATISTICAL SUMMARY.

	1875–'76.	1876–'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (4–20)	48,473	50,649	2,176	....
Enrolled in public schools	27,426	45,584	18,158	....
Average daily attendance	15,565	30,389	14,824	....
Attending private schools	3,441	4,341	900	....
Attending no school	13,143	....	....	....
SCHOOL DISTRICTS AND SCHOOLS.				
Districts reporting	769	....	....	....
Public schools of ordinary grade	728	....	....	....
Public schools of advanced grade	17	....	....	....
Public school-houses	732	....	....	....
Value of public school property	$442,540	$450,560	$8,020	....
Private schools of primary grade	105	....	....	....
Private schools of advanced grade	17	....	....	....
Private schools of collegiate grade	10	....	....	....
TEACHERS AND THEIR PAY.				
Men teaching in public schools	619	720	101	....
Women teaching in public schools	407	502	95	....
Average monthly pay of men	$49 20	$50 00	$0 80	....
Average monthly pay of women	34 73	35 00	27	....
INCOME AND EXPENDITURE.				
Whole receipts for public schools	$269,822	$308,373	$38,551	....
Whole expenditure for them	233,963	241,893	7,930	....
STATE SCHOOL FUND.				
Whole permanent school fund	....	$509,000	....	....

(Printed report of Hon. L. L. Rowland, State superintendent of public instruction, for 1875–'76, and written return from the same for 1876–'77.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State superintendent of public instruction*, to be elected by the people every four years, beginning with 1874, is the officer first mentioned in the existing school law, and is given by it "general superintendence of the county and district school officers and of the public schools." He reports biennially to the legislature.

A *State board of education* is formed of the governor, secretary of state, and superintendent of public instruction. Of this board the superintendent is the secretary. It has the power to order a series of text books to be used in the public schools, to prescribe rules for the government of these schools, and, sitting at its semi-annual meetings as a board of examination, to issue to approved teachers life diplomas, good throughout the State; State diplomas, good for six years; and State certificates of 2 grades, one good in any county for 2 years, the other for six months.

LOCAL.

In each county a *county superintendent of common schools*, chosen biennially by the people, is to establish school districts, apportion school funds, care for the school lands, examine and license teachers, and visit the schools twice a year. He is to make annual report of the schools to the State superintendent and like report of the school finances to the county court.

In each school district 3 *directors*—chosen originally as one body by the people, and subsequently liable to change of one member annually by new election—have charge of the employment of teachers for the district schools, of the purchase, building, or repairing of school-houses, and of other things pertaining to education.—(School law of 1872.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

The statistics furnished by the State superintendent indicate advance at all points, the increased enrolment and higher average attendance in public schools exceeding by many thousands the increase of school population, while 900 additional scholars appear in private schools. School-houses, value of school property, number and wages of teachers, income and expenditure for public schools have all considerably increased; the expenditures, however, being prudently kept largely below the income.

CITY SCHOOL SYSTEMS.

OFFICERS.

In each of the cities included in the table given below, there is a board of education of 3 members and a city superintendent of schools.

STATISTICS.

City.	Population.	Children of school age.	Enrolment.	Average attendance.	Teachers.	Expenditure.
Portland	15, 000	3, 139	2, 085	1, 323	33	$40, 864
Salem	6, 000	1, 400	680	317	11	....

ADDITIONAL PARTICULARS.

In *Portland* the schools are classed as primary, grammar, and high, there being 14 of the first class, 12 of the second, and 1 of the third. A subdivision of grades within these classes gives 6 in the 2 lower and 3 in the high school. One year is assigned for the work of each grade, thus providing for the completion of the whole school course in 9 years. The standing and advancement of pupils are tested by semi-annual examinations, and these are said to have exerted a healthfully stimulating influence, necessitating industry, fostering promptness, and inducing pupils to do the right thing at the right time. Walter Smith's system of industrial and artistic drawing was introduced into all the schools in February, 1877, one lesson a week being given in each school in the fifth and sixth grades; in all the others 2 lessons a week. The results appear to have been fairly encouraging.—(Report of Superintendent S. W. King for 1876-'77.)

At *Salem* the schools are classed as primary and advanced, and at least 5 grades appear, with 2 divisions in the 2 higher grades. Calisthenic exercises have been practised to some extent. Discipline is said to be good. There is a settled course of study, which 6 pupils completed in 1877.—(Report of Superintendent J. T. Gregg for 1876-'77 and letter from the same.)

TRAINING OF TEACHERS.

INSTITUTES.

The State not having yet provided any normal school, the only means for professional training of those who are to teach the children in the public schools is the holding of teachers' institutes. The law requires that one institute for each judicial district and one also for the State at large shall be held annually by the State superintendent.[1] The last biennial report showed that this requirement had been fairly met by Dr. Rowland. The year 1877 not being one for official reports, no information respecting the district institutes has come from any official source.[2] But from Superintendent Rowland has come a programme of the annual State institute, which, in accordance with the law, was appointed to be held at Salem, August 21-24 in that year. This programme announced an address of welcome from the governor, a lecture by the president of the State Agricultural College, and papers on such practical subjects as spelling, the word method of teaching reading, how to familiarize children with the use of language, mental arithmetic, drawing in schools, a graded system of music in schools, natural science in schools, composition, the Kindergarten, and school government.

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[1] The annual State institute must, by law, be held at the State capital. The places for holding the others are left discretionary.

[2] One called a State institute, probably a district institute, is said by a correspondent of the Pacific School and Home Journal to have been held at Portland, August 28-30, 1877, with good attendance, excellent addresses, thorough harmony, and entire success.

EDUCATIONAL JOURNAL.

The Oregon Educational Monthly appears to have come to an end in 1876, with the completion of its first six months, and not to have been since revived.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

There being no State report for 1877, information for that year respecting these schools is wanting except as to the one at Portland. This had an enrolment of 142, an average of 102.4 belonging, and 97 in daily average attendance, under 3 teachers. The course included, besides higher English studies, Latin, German, and French, and every pupil was required to study at least one of these languages. There were, however, some remonstrances against this rule from parents who desired for their children only a thorough English course, and the superintendent held that their wishes should be heeded. There will therefore probably be a division of the course into two, one of which may include the languages mentioned and the other be wholly English.

State Superintendent Rowland, in his last biennial report, said that the number of pupils in advanced studies in the hundreds of schools of ordinary grade in Oregon shows the need of high schools at all the county seats.

OTHER SECONDARY SCHOOLS.

Statistics of private and corporate schools of this class, such as business colleges, academic schools, schools preparatory to college, and preparatory departments of colleges, may be found in Tables IV, VI, VII, and IX of the appendix following, and summaries of them in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

The University of Oregon, at Eugene City, was organized in August, 1876, with a president and 2 professors for the collegiate department and a principal and assistant for the preparatory department. It was opened on the 16th of October following. There was an attendance of 80 in the collegiate department, of whom 24 were women, while the preparatory numbered 75 (men 32, women 43), making a total of 155 students for the first year of regular work. The studies pursued were Latin, Greek, higher algebra, geometry, trigonometry, surveying, calculus, physical features, physiology, zoölogy, composition, and rhetoric. Ninety free scholarships are provided for, being distributed among the several counties in proportion to the number of members each has in the legislative assembly. Only 43 of these were filled during the year.—(Report of board of regents.)

For statistics of other colleges, see Table IX of the appendix following.

COLLEGE FOR WOMEN.

The only institution for the superior instruction of women reporting statistics for 1877 is St. Helen's Hall (Protestant Episcopal), at Portland. There were attending this school 111 pupils, of whom 71 were pursuing the regular course, 30 were in the preparatory department, and 10 were in special or partial courses. Music, drawing, painting, French, and German are taught. The school has material for the illustration of chemistry and physics; it has a cabinet of natural history, a gymnasium, and a library of 550 volumes.—(Return.)

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *State Agricultural College*, at Corvallis, reports a course of study covering 6 years, distributed in the following schools: (1) Physics, including chemistry, natural philosophy, and biology; (2) mathematics; (3) moral science; (4) languages, ancient and modern; (5) history and literature; (6) engineering; and (7) special studies of agriculture. The department of engineering has not yet been fully organized for want of funds, but some of the studies belonging to that branch are taught. The degrees conferred by the institution are A. M., A. B., B. S., and graduate of a school. There was an attendance during 1876-'77 of 49 students in the agricultural department.—(Catalogue, 1876-'77.)

MEDICAL.

No report for 1877 has been received from the medical department of Willamette University, which is the only professional school in the State. No preliminary examination, except as to character, is required for entrance. The course of instruction comprises 2 terms of lectures, which have been heretofore of 4 months each, but are now made to cover 6. In order to be graduated, students are required, as in most other medical colleges of the country, to study medicine with some reputable practitioner for 3 years, including the lectures at this school.—(Circular, 1876-'77.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Oregon Institute for the Deaf and Dumb, at Salem, founded in 1870, has since then given instruction to 43 pupils, and reports for 1877 an attendance of 28, of whom 15 were males and 13 females. The branches studied are English composition, geography, history, and arithmetic. No employments are taught.—(Return, 1877.)

EDUCATION OF THE BLIND.

The Oregon Institute for the Blind, at Salem, has been in existence 6 years, during which it has had 18 pupils under instruction. The present number is 10. Besides the literary branches usually studied by the blind, all kinds of plain and fancy sewing, beadwork, and embroidery are taught.—(Return, 1877.)

CHIEF STATE SCHOOL OFFICERS.

Hon. L. J. POWELL, *State superintendent of public instruction, Salem.*

[Term, September 1, 1878, to September 1, 1882.]

STATE BOARD OF EDUCATION.

Members.	Post-office.
His Excellency S. F. Chadwick, governor	Salem.
Hon. R. P. Earhart, secretary of state	Salem.
Hon. L. J. Powell, State superintendent of public instruction	Salem.

PENNSYLVANIA.

STATISTICAL SUMMARY.

	1875–'76.	1876–'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Children of school age (6–21) in 1873	1,200,000	1,200,000	....	....
Enrolled in public schools	902,345	907,412	5,067	....
Average attendance	578,718	575,597	....	3,121
Percentage of attendance on enrolment	78	74	....	4
Pupils in private schools	27,565	26,240	....	1,325
Estimate of children in no school	34,197	37,979	3,782	....
SCHOOL DISTRICTS AND SCHOOLS.				
Public school districts	2,103	2,145	42	....
Districts having libraries	108	69	....	39
Public schools	17,497	17,783	286	....
Number of these graded	5,957	6,290	333	....
Number in which books are uniform	12,867	13,198	331	....
Number in which the Bible is read	12,539	12,927	388	....
Number in which drawing is taught	2,659	4,191	1,532	....
Number in which vocal music is taught	3,605	4,099	494	....
Number in which higher branches are taught.	1,889	2,074	185	....
Separate schools for colored youth	73	68	....	5
Duration of public schools in days	150	149	....	1
Private ungraded schools	345	358	13	....
Private academies and seminaries	207	169	....	38
TEACHERS AND THEIR PAY.				
Teachers in public schools	20,192	20,652	460	....
Average monthly pay of men	$39 76	$37 38	....	$2 38
Average monthly pay of women	33 60	32 30	....	1 30
Teachers in private schools	960	929	....	31
INCOME AND EXPENDITURE.				
Whole income for public schools	$9,526,548	*a*$9,022,669	....	$503,879
Expenditure for them	9,163,929	8,583,379	....	580,550
Expenditure, including orphan and normal schools.	9,624,459	8,964,036	....	660,423
SCHOOL PROPERTY.				
Valuation of public school property	$26,265,926	$25,460,762	....	$805,164

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a This figure does not appear in the State report. It has been obtained by adding the income reported by the State superintendent for the State, exclusive of Philadelphia, to the income reported by the city superintendent of Philadelphia.

(Reports of Hon. J. P. Wickersham, State superintendent of public instruction, for the two years indicated and returns from the same.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State superintendent of public instruction*, appointed by the governor with consent of the senate for a term of four years, with the aid of 2 assistants designated by himself, has charge of the public school interests of the State at large.

LOCAL.

A *county superintendent* for each county except Philadelphia is chosen every 3 years by a convention of the school directors, at the county seat, on the first Tuesday of May. He must be a person of literary and scientific acquirements and of skill and experience in the art of teaching; the proof of this to be a collegiate or normal school diploma, or a certificate of qualification as a teacher from a State normal school or from a county, city, or borough superintendent, the latter issued at least a year before his election. He must, too, have had 3 years' successful experience in teaching prior to the date of his election. A certificate from the State superintendent may take the place of either the others mentioned.

City and borough superintendents are chosen every 3 years by the school directors of most cities and boroughs with a population of over 7,000 inhabitants, at the same date as the county superintendents.

Township superintendents are not provided for by law, but at least one has been permitted to hold office, and an extension of the number of such officers has been favored by the State superintendent.

Boards of school directors are elected in each school district by the people for terms of 3 years each, with provision for change of one-third of their number by new elections each year. For ordinary districts they are 6 in number; for districts composed of city or borough wards, 3 only. They enter on office the first Monday in June following their election, organizing by choosing a president and secretary of their own number, and a treasurer, who may be of that number or not, as they prefer. They have all the ordinary powers and duties of local school boards.

The associated directors of city and borough wards form ordinarily a board of *school controllers* for the city or borough.—(School laws.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

The figures of the State report for 1876-'77 compared with those for the preceding school year are our main guide to the educational condition, Dr. Wickersham indulging in few verbal statements of what this is, but rather suggesting how to make it what it ought to be. It is a pleasure to find that in the main the statistics show fair progress. Thus, outside of Philadelphia (the particulars of whose schools enter into the summary of the State system at comparatively few points), there appears a gain of 179 over the previous year in first class school-houses, of 262 houses with grounds suitably improved, of 555 with grounds of sufficient size, of 500 in the number of well classified schools, of 494 in which music was taught, of 1,532 in which drawing found a place, of 388 in which the Bible was read, of 185 in which some higher branches were taught, and of 331 which had uniform text books; while 299 more teachers had at least 5 years' experience. Including Philadelphia, there was an increase of 286 in the number of public schools, of 333 in the number of these graded, of 460 in the number of teachers, and of 5,067 in the enrolment in public schools. The items of loss are much less numerous: outside of Philadelphia, there were 338 fewer teachers who were graduates of normal schools and 390 fewer of those who had attended such schools without graduating; including Philadelphia, there was a decrease of 3,121 in average attendance in the public schools, of $2.38 in the average pay of male teachers, and of $1.30 in that of females. The receipts for schools, too, doubtless from the extensive stagnation in business, dropped off $503,879, and the expenditure upon them $580,550. The valuation of school property, to correspond with the general shrinkage in all values, is put at $805,164 less than that of 1875-'76.

HOW TO INCREASE EFFICIENCY.

1. In view of the incoherency of the present school laws and of the fact that in consequence of their defects they have been largely superseded by a sort of common law which has grown up beside them and around them, Dr. Wickersham renews his former recommendations that they be thoroughly revised. He would have the revision made, not by a legislative committee, which might do hasty work, requiring to be soon gone through anew, but by a commission appointed to prepare with due deliberation a clear, full law covering the whole subject of education in the State, to be reported to the legislature for its sanction.

2. In view, too, of the burdensome cost of text books to the poorer patrons of the public schools and of the objections to an invidious distinction in supplying them, some means of cheapening them to all is favored. Dr. Wickersham does not find this means in a purchase of the books by either the State or the school boards and a furnishing of them at cost prices, because here there is a liability to great abuses; but rather in the plan which has been tried for years in Philadelphia and other cities with high approval. This plan is to have each district board furnish text books without charge, as it furnishes apparatus and appliances to all children attending. A district uniformity is thus secured;

classification of the pupils is made easy; cost is lessened one-third, if not one-half, to the whole district without distinction, and the expense of purchasing new text books on removing to a new district is obviated. To remove all difficulties in the way of such a help to school work, a law sanctioning the plan is recommended.

3. In view, further, of the need of skilled industry to increase production and improve the quality of what may be produced, school training for various forms of work is advocated. First of all in this line, as most extensively practicable and useful, the general teaching of drawing in the schools is advocated by Dr. Wickersham; next, the training of young children in primary schools for light industries somewhat after the Kindergarten methods; and, finally, in cities and large towns, the provision of workshop schools, in which one part of the day may be spent in the now customary school studies under the usual teachers and another part in direct training for mechanical industries, with appropriate appliances and tools, under another set of teachers.—(State report, 1877.)

HOW TO SECURE BETTER ATTENDANCE.

Referring to the large number of children of school age who are either not in school or are attending quite irregularly, Superintendent Wickersham devotes considerable space to a discussion of the means of remedying absenteeism.

He does not find his remedy in the enactment of compulsory education laws, believing them to be unsuited to our institutions and for various reasons hard to enforce. He would rather have children drawn to school by its attractiveness than forced to go there by law; and would have parents induced to send them there, or have them educated otherwise, from a sense of the value of an education, rather than have them hardened against school training by punishments and fines. Still, in view of the facts that many children will avoid going to school when they can, that many parents will neglect their children's interests in this direction, and that school boards and communities often fail to do what lies within their power toward securing full attendance, he makes the following recommendations: (1) that it be made the duty of school boards, especially in cities, to use all proper efforts to have every child of school age in their districts either sent to school or trained at home; (2) that, in aid of this, power be given them to order the arrest of every child within their jurisdiction who is found to be an habitual truant or vagrant, through his own fault or from want of proper guardianship, and, after due legal examination confirmatory of such truancy or vagrancy, to have the child placed in the county home for friendless children;[1] (3) that provision be made for fining the parent or guardian of a child thus arrested and committed, and for making him pay a part or all of the expense of keeping the child at the county home, if it be found that there has been neglect of duty toward the child and that there is pecuniary ability to meet the fine and the expense. Additional to the above, Mr. Wickersham would have some means adopted to enforce the laws existing in reference to the employment of young children in or about mines, in factories, shops, or mills; or would have such amendments made to these laws as to make them more effective.

By the institution of such means, and especially by the general adoption of the county home system, he thinks that the large amount of truancy and vagrancy in the cities and great mining regions of the State may be very much reduced. The plan would cost much, he grants; but it will save more; save it in the lessened cost of constables and policemen, of criminal proceedings in courts, and in the support of jails and almshouses.—(Report for 1876-'77.)

KINDERGÄRTEN.

All needful particulars respecting such of these institutions as report themselves for 1877 may be found in Table V of the appendix to this Report.

CITY SCHOOL SYSTEMS.

OFFICERS.

In cities and boroughs of this State the school boards are, by general law, composed of boards of 3 directors for each ward, who form together a board of controllers for the whole place. The directors of cities divided into wards before the passage of the school law of 1854 have for their respective wards the power of erecting and repairing school-houses and of raising and disbursing taxes for these purposes, unless such powers have been voluntarily surrendered to the board of controllers, in which case these last have full control in all matters relating to public schools. Cities and boroughs with a population of over 7,000 inhabitants are authorized to elect superintendents of their own schools. In Philadelphia each ward elects 12 directors for local care of the schools, and the courts appoint one person from each ward to form a central board. There is no city superintendent. Lancaster, Reading, and Pittsburgh have also special arrangements.[1]

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[1] The superintendent would have every county (or association of counties) required to establish and support such a home for the reception, education, and industrial training of the children above referred to till they could be properly apprenticed. He would have them under the direction of the overseers of the poor, but away from the degrading associations of the almshouse. In several counties homes of this class have already been established.

STATISTICS.[2]

Cities.	Population.	Schools.	Enrolment.	Average attendance.	Teachers.	Expenditure.
Allegheny	*a*70, 000	182	9, 342	7, 950	197	$266, 204
Allentown	*a*15, 000	53	3, 2[illegible]8	2, 281	53	93, 842
Altoona	*a*17, 000	38	2, 254	1, 793	38	24, 181
Chester	*a*14, 000	38	2, 429	1, 418	39	29, 437
Easton	*a*14, 000	41	2, 213	1, 634	47	71, 188
Erie	*b*19, 646	78	4, 080	2, 673	78	70. 145
Harrisburg	*a*28, 000	78	5, 053	3, 287	100	101, 057
Lancaster	*b*20, 233	64	3, 255	2, 437	65	36, 970
Norristown	*a*14, 500	39	2, 081	1, 401	39	30, 434
Philadelphia	*c*817, 448	1, 903	156, 380	84, 559	1, 933	1, 830, 165
Pittsburgh	*a*135, 000	432	22, 118	15, 507	438	536, 717
Pottsville	*b*12, 384	55	2, 680	1, 897	56	47, 812
Reading	*b*33, 930	130	6, 159	4, 866	130	119, 404
Scranton	*b*35, 092	33	3, 522	2, 303	65	65, 520
Titusville	*a*10, 000	27	1, 665	1, 123	31	36, 265
Wilkes-Barre	*a*25, 000	27	1, 697	1, 166	29	35, 302
Williamsport	*a*22, 000	61	3, 626	2, 487	61	34, 993
York	*a*14, 000	42	2, 321	1, 705	42	28, 074

a Estimated present population. *b* Census of 1870. *c* Special city census of 1876.

ADDITIONAL PARTICULARS.

Allegheny.—This city owns 23 public school-houses, containing 210 rooms. In these 140 primary, 37 grammar, and 7 high schools were taught in 1877. The figures in the table for enrolment and attendance refer to these schools, included in which were 308 colored pupils enrolled and 161 in average attendance. Ten evening schools, not thus included, enrolled 684 pupils and had an average attendance of 386. In private and parochial schools, 3,458 pupils were reported, under 69 teachers. The city high schools enrolled 264 pupils and had an average daily attendance of 225. The study of drawing in the schools was optional.—(Report for 1876–'77.)

Allentown has a graded course below the high schools, the course in which is of 3 years. The high schools enrolled 100 pupils in 1876–'77.—(State report.)

Altoona has had since 1875 8 grades below the high school, which last has 2 courses, an elementary and a scientific, both including Latin, with German, French, and Greek optional. Six pupils graduated from the elementary high school course in 1877. Drawing enters into the school courses apparently throughout.—(State report, 1877.)

Chester grades her schools as primary, secondary, grammar, and high, and has 1 school for colored pupils, which includes primary, secondary, and grammar departments. The course in the secondary and grammar grades was extended in 1876–'77. Pupils now require 7 years to prepare for the high school, the course in which covers 4 years. The high school enrolled 95 in 1876–'77, and graduated 7, all becoming teachers in the city and neighborhood. Drawing, at first taught by a special teacher, is now attended to by the regular teachers in the city school.—(State report.)

At *Erie* the influence of the high school on the lower grades is reported to have been most beneficial, arousing and encouraging ambitious pupils and sending down a class of teachers who have had the benefit of a liberal course of study.—(State report.)

Harrisburg has a course which includes vocal music and drawing from the outset and extends from subprimary through primary, secondary, intermediate, grammar, and high schools. The course in the high schools covers 4 years, and in pursuing it a choice is allowed between physical geography and Latin in the first two years; between botany and special history or Latin in the third, and between astronomy and Latin in the fourth. Other studies also are optional, among them Greek in the last year.—(Directory of the public schools, 1877.)

Norristown grades its schools in primary, secondary, grammar, and high school departments, employs special teachers of music and drawing, and has also a lecturer on physiology.

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[1] To get rid of these rather cumbersome arrangements, Dr. Wickersham recommends that provision be made for a single school board in each city, to be elected by the people on a general ticket without respect to wards, and to be composed of few persons, but with ample powers; that in each case a superintendent be the agent of the board for general oversight of schools; and that taxes for school purposes be levied by the board, collected in its name, and paid out on its orders.

[2] Except as to population, the figures of the table are from the report of State Superintendent Wickersham for the year ending June 1, 1877. The number of schools (which appears to count each school room for study and recitation as a school) is given instead of school population, for taking a census of which there is no general provision in this State. The enrolment in some cases at least, perhaps generally, appears to cover duplicates.

Philadelphia.—The schools here in 1877 were 233 primary, 135 secondary, 27 consolidated, 62 grammar, 1 practice school connected with the girls' normal school, that normal school itself, and a central high school for boys, with 49 night schools, making a total of 509 conducted under the city system, 460 of them being day schools.[1] The consolidated schools are mainly in outlying districts, and embrace all grades below the high school. The girls' normal school serves the purposes of a high school for advanced female pupils, as well as those of a normal college. The central high school, for boys alone, answers to the city colleges of New York and Baltimore, and like them prepares teachers for the male departments of the city schools. The night schools included 21 for white males, 14 for white females, 10 for whites of both sexes, and 4 for colored pupils of both sexes, the whole enrolling 15,311 pupils under 319 teachers. Among those for white males, as in former years, was a school for artisans, which was held in the central high school building, registered 540 pupils, and had an average attendance of 243. It was substantially an evening high school, having 4 classes (one of them an advanced one) in arithmetic, mensuration, geometry, mechanical and engineering drawing, and natural philosophy, 2 classes in architectural drawing, and 1 in chemistry. The instruction given was mainly through lectures, for illustrating which the apparatus, models, and diagrams belonging to the Central High School were placed at the disposal of the lecturers. The aim of the school was to give the artisan such a knowledge of mathematics as would enable him to understand the general principles on which his drawings must be constructed and the methods of calculation in mechanical pursuits. Since its establishment in 1869, it has enrolled more than 5,300 pupils, and through the instruction given them has done much to improve the productive capacity of the numerous building establishments and machine shops for which Philadelphia has long been famous. The drawing department, mechanical and architectural, was much extended in 1877, and the instruction given such as could be practically applied.

A committee appointed to revise the course of studies in the city schools made its report November 29, 1877, presenting a thoroughly graded system of instruction, with clear indications of the mode of teaching in each branch up to the high school, but not including that. In this course drawing, which had not previously been attended to below the secondary schools, begins with the first primary grade and is carried on throughout. Vocal music receives fuller and more systematic notice. Object lessons are made prominent, and practical directions are given for the use of them. Language is to be taught through blackboard exercises and phonic charts, as well as through spelling and reading books and steady drill in composition. Physical training, morals and manners, habits and conduct, all have due place and time and method of instruction indicated. The report is understood to have been approved, the course adopted, and arrangements made for carrying it out fully. Rightly pursued, it cannot fail to bring about a great improvement in the schools.—(Report for 1877.)

Pittsburgh is divided into 37 subdistricts, each under the supervision of 6 school directors. These directors build and keep in repair the school edifice, for which purpose they are empowered to levy a tax on the subdistrict. They also elect and discharge teachers. All other matters pertaining to education, such as the adoption of books, the fixing of salaries, and the control of the high school, belong to a central board composed of one representative from each subdistrict board. There is a city superintendent.

The course of study in the public schools extends over 11 years, viz: primary, 5 years; grammar, 2; high school, 4. This course is divided into 3 parts corresponding with these 3 classes of schools. That of the high school is again divided into academic, normal, commercial, and industrial. The academic is a 4 years' course; the others may be completed in 2 years. These departments are all in one building and are under the control of one principal. Besides the city day schools, evening schools were maintained for 65 nights in 1876–'77, employing 56 teachers and enrolling 4,343 pupils, with an average attendance of 1,882. The number of these schools is not given. One of them, at least, was an industrial school, and is believed to have formed the industrial department of the high school above referred to. The enrolment was 232; the average attendance, 146.—(Printed report and special return.)

Reading reports 20 school-houses, valued, with their grounds, at more than $300,000. Up to December 22, 1876, it had a separate school for colored children, but at that date it was abolished and the pupils were directed to attend the schools of the sections in which they lived. The graduates of the high school since 1852, the date of its establishment, have been 460.—(State report.)

Scranton, one of the chief cities of the coal region, has 10 school buildings, with sittings for 3,000 pupils, and reports her schools as thoroughly graded and classified. The system includes a high school.—(State report.)

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[1] The number 1,903 in the table, as mentioned in a note there, appears to refer to school rooms for both study and recitation, each of these being counted a school. The enrolment in the table evidently includes duplicates; total without these, 101,924.

Wilkes-Barre has a graded course embracing primary, grammar, and high school departments, the last covering 4 years of English, Latin, and Greek studies, the two latter elective. Drawing and vocal music are included in the school course.—(Manual of the schools of Wilkes-Barre.)

Williamsport classes her departments as primary, junior, senior, and high, and had in the last over 100 pupils in 1876–'77, the languages entering into its course. It graduated 13 at the close of that school year.—(State report.)

York, also grading her schools up to a high school, had in this during 1876–'77 a normal class composed of all pupils in the senior class preparing to teach and of all teachers of the public schools with less than 5 years' experience. A number of the older teachers also availed themselves of its advantages. The class met one hour each week for instruction in the theory and methods of teaching. The resulting improvement in the teachers is said to have been quite encouraging.—(State report.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

Pennsylvania has ten normal schools in operation under the act of 1857, in addition to the one in Philadelphia supported by the city. The attendance at the State schools in 1876–'77, not counting pupils in the model schools, was 2,770. The value of the buildings and other property is estimated at $1,200,000. In aiding to establish these schools, the State has contributed $545,000. It will take probably $250,000 more to free them from debt, and another $250,000 to supply the needed additional buildings and appliances. It is suggested by Superintendent Wickersham that this amount be appropriated, payable in instalments during the next three or five years, and the schools thereafter be made self-sustaining. The money already expended both by the State and private individuals would thus be made secure, and conditions could be enforced upon the schools greatly promotive of their efficiency. All students but those preparing to teach could be excluded, the standard for graduation raised, the course in the science of teaching extended, needed apparatus, libraries, and appliances supplied, the schools for practice made models in every respect, the public schools furnished with teachers skilled in their profession, and Pennsylvania have a normal school system unequalled in the United States, perhaps the peer of any in the world.—(State report.)

Besides the 2,770 pupils in the 10 State normal schools, there were 921 in the Girls' Normal School, Philadelphia, and 89 in the normal department of the Pittsburgh High School, making a total of 3,780 nominal normal students, besides some in the Philadelphia Central High School and in a normal class at York.[1] The normal graduates for the year as far as shown were 180 from 9 of the State normal schools, 170 from the Philadelphia Normal School, and 24 from the normal department at Pittsburgh, besides 11 who were entitled to certificates on their graduation from the Philadelphia High School.

TEACHERS' INSTITUTES.

The school law of the State makes provision for holding institutes for the improvement of teachers in the controllers' districts of cities and boroughs twice a month during the school year, and for holding county institutes once a year. Fourteen cities and boroughs are reported as having had institutes in 1876–'77, not including Philadelphia, where it is believed that they were also held; and in the reports from counties, 350 districts report institutes as held; including cities and boroughs, 364. All the counties except one appear to have had them, with sessions ordinarily of 5 days each, and an aggregate attendance of 13,109 actual and 2,104 honorary members; the instructors numbered 388, and the school directors present 2,047, besides some 34,000 other persons.—(State report.)

SCHOOL JOURNALS.

The Pennsylvania School Journal, edited by the State superintendent, published at Lancaster, and now sharing with the Ohio Educational Monthly the honor of being the oldest of their class in the United States, continued during 1877 its excellent issues, which were well fitted to improve in many points the teachers of the State.

The Educational Voice, published at Pittsburgh for the teachers and school boards of that city and Allegheny City, was largely occupied during the year with reports of their teachers' institutes, the statistics of their schools, and matter meant to inform and aid teachers.

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[1] Two private schools, the *Riverview Normal and Classical Institute*, at Pittsburgh, and the *Snyder County Normal Institute*, at Selinsgrove, report 134 normal students additional to those above given.—(Returns to Bureau of Education.)

Normal instruction is also given at Monongahela, Muhlenberg, Newcastle, and Waynesburg Colleges. In the first the normal course is simply a special drill for the last 6 weeks of the spring session in the studies necessary for a teacher's certificate, with instruction in the science of teaching. In the second, the normal department is a branch of the preparatory school, is arranged in 2 classes, and is said to have the same studies as the State normal schools. At Newcastle the normal school has a summer session of 6 weeks each year for the special training of teachers; the course appears to be nearly the same as at Monongahela. At Waynesburg the normal training is an addition of school economy and method of instruction to the classical collegiate course, with some drill in common school branches. Of these, Newcastle alone reports the number of normal students, which was 128 in 1877.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The State report gives the number of schools in which some higher branches were taught in 1876–'77 as 2,074, an increase of 185 on the number for the preceding year. The number of students in these branches is not given.

Referring to current objections, the superintendent advocates the right of high schools to recognition and support. To the objection that they were not contemplated by the framers of the common school system, he answers that for Pennsylvania this cannot be admitted, for in the school law express provision has been made for instruction in such other branches *beyond the elementary* as school boards may require. To the charge that few scholars directly enjoy the advantages of high schools, he says that such schools nevertheless greatly benefit lower schools, sending down an inspiriting and animating influence, encouraging a hope of advancement which may come to any one, and actually calling up into their classes many energetic and ambitious youth who otherwise could have no training for the higher work of life. To the statement that high schools are expensive, he replies by an admission of the expense; but he says that they pay for it by the life and power and efficiency they impart to the whole educational machinery.

"The positive argument," he says, "in favor of high schools is, that they are needed to complete a system of public instruction; that the beneficial influence they exert upon lower schools is worth all they cost; and that a State has no more need of citizens who can simply read and write than it has of citizens who have some learning, some culture, some weight of character. There is no purpose answered by a lower school which is not better answered by a higher one; and the right policy, in regard to a common school system, is to lay a strong foundation, and then build upon it as high as is practically possible."

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix following, and the summaries of them in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

For the statistics of universities and colleges, see Table IX of the appendix, and a summary in the Report of the Commissioner preceding. For a statement of their courses, see the Report of the Commissioner of Education for 1876. The following, however, were either not included in the description there given or require further mention:

The *University of Pennsylvania*, at Philadelphia, has added a department of music to the departments of arts, science, medicine, and law; and has admitted women in its scientific school to the lectures on modern history given to the seniors, to those on general chemistry given to the freshmen and sophomores, to those on physics given to the sophomores, and to the instruction in analytical chemistry given to the juniors and seniors in one of the laboratories. They may also have the benefit of the instruction given in the new department of music.

In its department of medicine, too, the trustees in 1877 resolved that all future matriculates must attend 3 courses of lectures, instead of 2, previous to their examination for a degree. These courses are to be, as before, of 5 months' duration, are to be so graded as to allow the constant introduction of new matter as the student advances, and at the same time will secure for him as much repetition of the more essential subjects as in the former system of teaching. In this reform, the university follows the lead of the Boston University, Harvard, and some other schools; but it does not seem to have gone to the further point which they have reached of requiring for admission to the medical school a preliminary examination to test the fitness for medical study of all candidates without a degree in letters or science. It cannot, however, remain long behind them in this respect.

The department of law is said to have been recently reorganized with a view to the enlargement of its aims and to giving a more exact system to its instruction, but the particulars in which improvements have been made are not stated.—(Catalogue for 1877–'78.)

Lebanon Valley College, Annville, unmentioned in 1876, has 3 courses, the classical, the ladies', and the scientific, all of 4 years except the last, which may be completed in 3. It has, too, special classes in vocal and instrumental music.—(Catalogue for 1876–'77.)

Lehigh University, South Bethlehem, modifying and adding to its previous arrangements, has now, besides its classical course and course in general science, technical courses in civil, mechanical, and mining engineering, metallurgy and chemistry, each of 4 years; it has also graduate courses leading to the degrees of mechanical engineer and civil engineer. There is now, too, a well stocked astronomical observatory.—(Register, 1877.)

Muhlenberg College, Allentown, has added a normal department to its preparatory school, and has also made arrangements for a summer normal school.—(Catalogue for 1877–'78.)

St. Vincent's College, Westmoreland County, has dropped the philosophical course mentioned in the Report for 1876, and has now only commercial, classical, and theological courses beyond its elementary school.—(Catalogue for 1876–'77.)

Thiel College, Greenville, has a ladies' course, unmentioned in 1876, embracing the studies of the collegiate department, except that Greek is optional and that French may be taken instead of German.—(Catalogue for 1877–'78.)

The *Western University of Pennsylvania*, Pittsburgh, from which no report as to courses of instruction was received in 1876, again indicates preparatory and collegiate departments, the latter including academical, scientific, and engineering courses.—(Catalogue for 1876–'77.)

In the other colleges the courses remain substantially as before given, except that *Lafayette College*, Easton, appears to have made some advance in its thoroughly scientific study of English and other modern languages, as well as ancient.

COLLEGES FOR WOMEN.

For full statistics of these institutions, see Table VIII of the appendix following, and for a summary, see the Report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

[For statistics, see Tables X–XIII of the appendix, and summaries of these in the Commissioner's Report preceding.]

SCIENTIFIC.

The *Pennsylvania State College*, Centre County, is designed especially to promote improvement in agriculture and the mechanic arts, not excluding classical and other literary studies and including military tactics. The courses of study are agricultural, classical, scientific, and preparatory. Tuition is free except in music, and both sexes are admitted. There were 57 undergraduate students in 1877, of whom 7 were young women, besides 93 in the preparatory department.—(Catalogue and return, 1877.)

The *Towne Scientific School of the University of Pennsylvania*, Philadelphia, aims to give a thorough technical and professional training in chemistry, with its applications to the industrial arts; in metallurgy and assaying, in mineralogy, geology, and mining; in civil, dynamical or mechanical, and mining engineering; in mechanical drawing and architecture, and in studies preparatory to medical study. The courses cover 4 years, and coincide for the first 2, branching out then into six parallel courses, from which students may select. To stimulate scientific study in Philadelphia, prize scholarships tenable for 4 years are given annually to pupils from the public schools of that city sent up by the school board to the June examination for admission. The scholarships are bestowed on those of their number, not exceeding 10, who reach the highest grade in that examination, provided that grade is not less than 65 out of a possible 100. The attendance in 1877 was 99 undergraduates in regular courses, 16 in partial courses, and 4 in graduate studies.

The *Pardee Scientific Department* of Lafayette College, besides a general scientific course, has three technical courses: (1) engineering, civil, topographical, and mechanical; (2) mining engineering and metallurgy, and (3) chemistry. Provision is also made for advanced or graduate scientific study.

The *Polytechnic College of the State of Pennsylvania*, Philadelphia, gives instruction in engineering, mining, civil and mechanical, in analytical and industrial chemistry, in metallurgy, and in architecture.—(Circular.) In view of the necessity for better preparatory training of technical students, it undertook in 1877 the establishment of a preparatory department, the qualifications for admission to which should be those required of teachers in the common schools.

Lehigh University, South Bethlehem, as before mentioned, provides technical education for the professions that are to develop the peculiar resources of the surrounding region, which is largely devoted to mining, and its attendant engineering and manufacturing industries.

Scientific studies are also to a greater or less extent pursued in Dickinson, Haverford, Newcastle, Washington and Jefferson, Westminster, Waynesburg, Swarthmore, and Monongahela Colleges, in the University at Lewisburg, and in the Franklin Institute and the Wagner Free Institute of Science, Philadelphia. In addition to the general scientific studies, agriculture and correlated branches are taught in the scientific department of Washington and Jefferson College; while in the Western University and in Swarthmore and Monongahela Colleges engineering studies form a part of the scientific course.

THEOLOGICAL.

Of the various theological schools which present their statistics in Table XI of the appendix following, two take a high stand. These are the *Theological Seminary of the Evangelical Lutheran Church at Philadelphia*, which requires a college degree as the standard evidence of educational preparation for entrance, only to be remitted by unanimous vote of the faculty; and the *Western Theological Seminary* (Presbyterian), Allegheny City, which will give its diploma only to college graduates or to those who satisfactorily sustain an examination in the branches of literature usually taught in our colleges as well as in studies pursued at the seminary. Others which more or less approximate this standard, without fully reaching it, are the *Moravian Theological Seminary*, Bethlehem; the *Theological Seminary of the Evangelical Lutheran Church*, Gettysburg; the *Theological Seminary of the Reformed Church*, Lancaster; the *Meadville Theological School* (Unitarian); the *Philadelphia Theological Seminary of St. Charles Borromeo*, Overbrook, and the *Evangelical Lutheran Missionary Institute*, Selinsgrove.

LEGAL.

Instruction in law is given in the *Law Department of the University of Pennsylvania* and in that of *Lafayette College*. In both of these there is a course of instruction extending over 2 years. At the University of Pennsylvania there were 103 students of law in 1877, who were taught by 5 professors and instructors. There were also 24 graduates at the commencement of 1877. The statistics of attendance in the Lafayette school are not given for this year.—(Catalogues.)

MEDICAL.

The regular medical colleges are *Jefferson Medical College*, the *Medical Department of the University of Pennsylvania*, and the *Woman's Medical College of Pennsylvania*, all in Philadelphia. The first had an attendance in 1877 of 598 students, the second of 375, and the last had 100 attending the winter and 63 the spring term. The course in all is nominally 3 years. In the medical department of the University of Pennsylvania, as noticed under the head of Superior Instruction, it is now a 3 years' graded course in the medical school itself, pursued entirely under the direction of its faculty, without attendance on which course or a preparation equivalent to it, there can be no graduation.

Hahnemann Medical College, Philadelphia, reports 160 students, 13 instructors, and 53 graduates in 1877; course, the ordinary 3 years. A real 3 years' graded course in the institution has been arranged and is offered to students, but graduation is still allowed on the basis of a year of private study and attendance on 2 annual courses of lectures.

The *Pennsylvania College of Dental Surgery*, Philadelphia, and the *Philadelphia Dental College*, provide a 2 years' course of instruction.[1] The first reports an attendance of 157 students in 1877; the other, for 1876-'77, had 118.

The *Philadelphia College of Pharmacy* had 318 students and 88 graduates in 1877. The college course covers 2 years, with 4 years' apprenticeship in the drug business.[2]

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The *Western Pennsylvania Institution for the Deaf and Dumb*, at Turtle Creek, founded in 1876, reports for 1877 an attendance of 80 pupils, of whom 47 were males and 33 females. The branches taught are composition, arithmetic, geography, drawing, reading, and writing; also articulation to about 30 pupils. There are, as yet, no facilities for teaching trades, but some of the pupils are occupied in light gardening.—(Return, 1877.)

The *Pennsylvania Institution for the Deaf and Dumb*, at Philadelphia, teaches the branches now usually embraced in a common school course, and the employments of shoemaking, tailoring, and dressmaking. The number of pupils attending in 1877 was 391, of whom 223 were males and 168 females. The pupils are making satisfactory progress in drawing. The semi-mutes are taught articulation.—(Return and report, 1877.)

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[1] The Philadelphia Dental College, besides the regular 2 years' course, has a second of 5 months for the instruction of graduates of medical colleges in dentistry. A third course is also announced, in which, through arrangements with the Jefferson Medical College, students may obtain the two degrees of doctor of dental surgery and doctor of medicine in 3 years, by pursuing extra studies in surgery, practice of medicine, and obstetrics.—(Announcement for 1878-'79.)

[2] The Pharmacist states that the faculty has decided on a junior and senior course of study to go into effect in 1878, the juniors to be examined in all the branches studied before they can enter the senior class, and the instruction given the seniors to include a wider range of subjects than heretofore.

EDUCATION OF THE BLIND.

The *Pennsylvania Institution for the Instruction of the Blind*, at Philadelphia, had 208 inmates in 1877, of whom 162 were in the literary classes, music, and handicraft; 13 in the work department only; 10 in the industrial home; 20 acted as assistant teachers and 3 as monitors. The branches taught are those of the grammar schools of the city, including also, in the senior classes, several of the advanced subjects of the high school. The employments are the manufacture of brooms, brushes, carpets, mats, and mattresses, cane seating, crocheting, beadwork, basket making, knitting, plain sewing, dressmaking, and the use of the sewing machine; besides the tuning and repairing of pianos and reed organs.

The institution is mainly supported by the State, which appropriated in 1877 for regular expenses $39,000, besides $3,000 for a fire escape. In consideration of this allowance probably, blind children in indigent circumstances from Pennsylvania are received, while others from New Jersey and Delaware are provided for by those States respectively for the term of five to eight years. Persons over 21 are admitted to learn some useful handicraft.—(Catalogue and return.)

EDUCATION OF THE FEEBLE-MINDED.

The *Pennsylvania Training School for Feeble-Minded Children*, at Greenwood, 1 mile from Media and 12 from Philadelphia, is in a healthy, elevated region. Its object is to furnish—through the school room, calisthenium, workshop, domestic service, and light outdoor labor—special means for the mental, moral, and physical improvement of youth who are so deficient in mind or have such marked mental eccentricities or such perversion of habits as to deprive them of other means of instruction. Since the opening of the institution in 1852, there have been 458 inmates dismissed improved. There were on the school roll, September, 1877, 248 feeble-minded youths, of whom 147 were boys and 101 girls.—(Annual report, 1877, and return.)

EDUCATION OF ORPHANS.

Besides the education given by the State to about three thousand soldiers' orphans and that afforded by benevolent associations in Philadelphia to 94 orphans in the *Lincoln Institution* and more than 100 in the *Educational Home for Boys*, the *Girard College for Orphans*, in the same city, had at the close of 1877 a total of 704 pupils in its 8 years' course, which begins with the lowest primary studies and extends through 3 successive schools, the last of which branches into departments of English, of French, of Spanish, of natural history, of general physics, of mathematics, and of graphics.—(Report of the board of city trusts for 1877.)

ART EDUCATION.

Besides the long established *Academy of Fine Arts* and the more recent *School of Design for Women*, which last gives free instruction to 10 scholars from the city schools, Philadelphia has enjoyed a third important means of training in the arts since the autumn of 1876. This is the *Pennsylvania Museum and School of Industrial Art*. The museum, which consists largely of choice articles purchased at the Centennial Exhibition and loans from societies and individuals, is meant to aid in improving the public taste as to articles for household use and decoration;[1] the school is to afford a training for students in such industries as go to produce these articles. The report of the trustees for 1877 states that the museum has attracted nearly 150,000 visitors, and that the school has included classes in drawing and design, in geometry and projections, and in needlework for hangings and embroidery.

REFORMATORY AND INDUSTRIAL TRAINING.

The report of the board of managers of the *Philadelphia House of Refuge*[2] for 1877 shows that it had under its care, in the opening of that year, 417 youth of both sexes, black and white; that 318 more were admitted during the year, and 214 discharged, leaving 540 in the institution December 31. The elements of a common school training are imparted, and the boys are instructed in brush making, wire weaving, stocking weaving, and the making of match boxes; the girls, in the making and mending of dresses and other clothing, and in the various domestic industries. Instruction in morals also forms an important portion of the training given.

In the *Industrial Home for Girls*, South Tenth street, Philadelphia, and in the *Industrial School of the Immaculate Conception*, West Philadelphia, 130 inmates were reported for 1877, all receiving an elementary literary training, instruction in morals and manners and in domestic industries, with a view to household service or to apprenticeship to trades.

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[1] Engineering and architectural works, with others, will probably also be embraced.

[2] This is a manual labor school for the proper education of wayward children whose parents and legal guardians cannot or will not manage them.

TRAINING IN ORATORY.

An institution in Philadelphia termed the *National School of Elocution and Oratory* aims to impart an acquaintance with the spirit of our literature and with the best methods of rendering its meaning effectively and impressively through due culture of all oratorical capacities. Attention is given to conversation and oratory, vocal culture, reading, and recitation. There were 167 students, 71 ladies and 96 men, under 11 instructors, in 1877.

INSTRUCTION IN MUSIC.

In addition to the conservatories of music found in the cities and the new department of music at the University of Pennsylvania, a musical college at Freeburg, established in 1871, claims to afford facilities for first class instruction in vocal and instrumental music.

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The twenty-fourth annual session of the State Teachers' Association of Pennsylvania was held at Erie, Pa., August 7–9, 1877. The meeting, owing in some degree to disturbances along the railroads, was not largely attended; but still it fairly represented the various parts of the State and their many school interests.

The inaugural address of President George L. Maris was on "A thorough and efficient system of public schools;" it advocated a complete system of free public education from the primary school to the State university. The other addresses and papers were on "The relation of colleges to common schools," by Thomas G. Apple, D. D.; "Pedagogical museums," by Dr. S. P. May, of Toronto, Ontario; "Resolutions laid over at West Chester" (in respect to mental arithmetic), by Professor D. M. Sensenig; "The teacher's personal culture," by Professor Andrew H. Caughey, of Lafayette College; "Teachers' tenure of office," by Superintendent V. G. Curtis, of Corry; "County institutes," by Dr. George P. Hays; and "The educational problem among the German element," by Superintendent S. A. Baer, of Berks. Short addresses were also made by Miss L. E. Patridge, on "Physical training," and by Miss Elizabeth Lloyd, on "Moral training." All the papers presented were discussed at considerable length, much interest being manifested in the various topics. The subject of higher education, as presented in the president's inaugural address and in the paper of Dr. Apple, received a large share of attention; the main questions being as to the relative advantage of a State university and free public schools over private institutions for higher and secondary instruction.—(Pennsylvania School Journal, September, 1877.)

NOTEWORTHY BENEFACTION.

ENDOWMENT OF A PROFESSORSHIP OF SURGERY.

Mrs. John Rhea Barton, of Philadelphia, whose husband was for many years an eminent surgeon in that city, generously gave $50,000 to the University of Pennsylvania in 1877 for the endowment of the John Rhea Barton chair of surgery in its medical department.

OBITUARY RECORD.

PROFESSOR JOHN SEELY HART, LL. D.

This esteemed teacher and author was born in Stockbridge, Mass., January 28, 1810, and died in Philadelphia, Pa., March 26, 1877. A brief sketch of himself in his Manual of American Literature states that when he was two years old his parents removed to Pennsylvania, settling in the woods of Luzerne County, not far from the present town of Scranton. Eleven years later, they again removed to Wilkes-Barre, the county seat, to afford their son the advantages of education in its excellent academy. He profited by these advantages so much that in 4 years he was fitted for the sophomore class at Princeton College; entering which in 1827, he graduated with first honor in 1830. For a year after graduation he was principal of Natchez Academy, Mississippi; but, not finding the South agreeable, he returned to his alma mater as a student of theology, was made a tutor in 1832, and became adjunct professor of ancient languages in 1834. Convinced from his experience in these positions that there was need of a better preparatory training for students who were to engage in college work, he resigned his professorship in 1836 and became principal of Edgehill School, at Princeton, with a view to giving such preparatory training. The reputation gained in this and previous positions brought him in 1842 an offer of the headship of the Philadelphia City High School, then in its first vigorous youth. He accepted it and served with great efficiency till 1859, when he took a temporary rest, carrying with him the degree of LL. D., which had been conferred in 1848 by the University of Pennsylvania. In 1860 he entered the service of the American Sunday School Union in Philadelphia, as editor of its publications, and established the Sunday School Times, a paper intended to aid teachers. It met a wide welcome, and to secure for it greater independence he separated from the union and continued the paper on his own account from 1861 to 1871. In 1862 he was called to the headship of the model school connected with the New Jersey State Normal School at Trenton, and the following season was elected principal of the institution. Again his mark as a successful teacher was made so decidedly that Princeton would not rest without him, and after various efforts secured him once more, this time as professor of rhetoric and of the English language and literature, in 1872. He occupied the chair about three years, when, according to a previous understanding, he retired, to secure in Philadelphia more leisure for literary work, to which he had been long devoted and which had become quite profitable. But at the date above indicated, while in the discharge of a duty at once literary and benevolent—being engaged in carrying home to a young lady a manuscript he had revised for her—he fell upon an icy pavement and broke his hip. The accident caused his death.

Among a great variety of works prepared and published by him, the following have been widely popular: In the School Room, 1868; Theory and Practice of Teaching, First Lessons in Composition, Manual of Composition and Rhetoric, and Manual of English Literature, 1872; Manual of American Literature, and A Short Course in Literature, English and American, 1873. Language Lessons and English Grammar Analysis were published not long before his death, and it was while projecting other kindred works, and especially a Grammar of Grammars, for which he had been long accumulating the materials, that he died.

A teacher for more than forty years, Professor Hart contributed to form the characters and train the minds of over 7,000 pupils. An author during almost the same period, he has interested and instructed by his published works a very much larger number; for, although not brilliantly original nor profoundly learned, he was well read and eminently practical, and had the art of arresting men's attention and of conveying useful lessons in a pleasant way. Alike for the successful instruction he has given and for the excellent works through which this may be continued, he must be long remembered, and with much respect.—(From papers furnished by Professor J. M. Hart.)

CHIEF STATE SCHOOL OFFICER.

Hon. J. P. WICKERSHAM, *State superintendent of public instruction, Harrisburg.*

[Present term, 1876–1880.]

RHODE ISLAND.

STATISTICAL SUMMARY.

	1875–'76.	1876–'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5–15 inclusive)	[a]53,316	[a]53,316	....	....
Different pupils in public day schools	39,328	39,959	631	....
Number under or over the school age	[b]1,359	[b]2,240	881	....
Average number belonging	30,516	30,816	300	....
Average attendance	27,021	27,562	541	....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts	430	431	1	....
Number of public school buildings	430	442	12	....
Number of graded public schools	466	496	30	....
Number of ungraded ones	291	292	1	....
Whole number of public day schools	757	788	31	....
Average time of these, in days	180	181	1	....
Estimated value of sites, buildings, &c.	$2,456,674	$2,644,541	$187,867	....
TEACHERS AND THEIR PAY.				
Men teaching in public schools	211	212	1	....
Women teaching in the same	869	892	23	....
Whole number in public day schools	1,080	1,104	24	....
Average monthly pay of men	$81 49	$80 69	....	$0 80
Average monthly pay of women	46 73	45 91	....	82
INCOME AND EXPENDITURE.				
Whole receipts for public schools	$734,116	$730,422	....	$3,694
Whole expenditure for them	709,467	725,963	$16,496	....
SCHOOL FUND.				
Available school fund	$244,325	$240,376	....	$3,949

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[a] There has been no new census since 1875, and the number then ascertained is still used.

[b] The school commissioner gives these as approximate rather than certain numbers.

(From reports of Hon. Thomas B. Stockwell, State commissioner of public schools, for the two years indicated.)

NOTES ON THE STATISTICS.—With the exception of income and expenditure, the statistics in the table include only public day schools. Besides these, there were, in 1876–'77, 28 evening schools, taught on an average 12 weeks, the same number as last year, with a diminution of 1 week in the time of their sessions. They enrolled 3,739 different pupils, an increase of 560; had an average belonging of 2,720, an increase of 325; and an average attendance of 1,714, an increase of 129. The whole number of teachers employed in them was 177, an increase of 27; the average number, 152, an increase of 21.

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State board of education* has general control and supervision of the public schools. It is composed of 8 members, the governor and lieutenant governor being members ex officio, and the general assembly choosing annually 2 of the remaining 6 for terms of 3 years, in such order as to secure Providence County 2 members of the board and each other county 1 member. It reports annually to the general assembly.

A *State commissioner of public schools*, elected annually by the board, serves as its secretary and executive officer to visit and inspect schools, to suggest improvements, to recommend uniformity of text books, and to make annual report to the board.

LOCAL.

School committees of not less than 3 members are chosen by the towns for terms of 3 years each, and are liable to change of one-third of their material by a new election each year. Women are eligible. Where the town system prevails, as it does in 8 cases, the committee has entire control of the school system, choosing a superintendent of schools if the voters of the town fail to elect one at the town meeting.

District trustees, chosen by the districts into which towns are usually divided, and consisting of one or three persons, have charge of the schools of their respective districts, aided in their duties by a clerk, a treasurer, and a collector chosen by the district, as the town committees are aided by the town clerks, treasurers, and collectors.—(Common School Manual, published by State authority.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

As may be seen from the statistics given on the preceding page, there has been a noteworthy advance all along the line: 631 more pupils in public schools, 541 more in average attendance, 12 more public school buildings (7 of these certainly large city ones), 31 more public day schools (all graded except 1), 24 more teachers, and a considerably higher valuation of school property, which is an exception to the general rule this year and is here larger in proportion than in any other State except Nebraska. The receipts for schools, too, have diminished very slightly and the expenditure on them has increased in marked degree, yet without entirely emptying the school treasury. The same clearly perceptible increase is apparent in the attendance on evening schools, which are more general in this State than in any other in the Union and do an excellent work for those who cannot attend the day schools.

While the absolute increase in the schools is thus considerable, the relative increase of enrolment and attendance is shown by the superintendent to have gone beyond the advance in school population; so that, instead of the public school system having a slighter hold on the regard and confidence of the people, as some assert, it is plain that it is rather tightening that hold. Still the commissioner does not rest content with what has been accomplished in this direction. Admitting that the schools are better attended than in past years, and taking this as evidence of some improvement of their quality, he thinks the time has come for more advance in both directions. As respects attendance, he says that the increase reached is due to no special efforts made, but rather to the natural workings of the system, and he urges that immediate endeavors be made to "close up the gap which now exists between the number of those who *should* attend school and that of those who *do*." He would not have compulsion resorted to for this till all the resources of argument and appeal and benevolent aid in clothing and in books have been exhausted; but then he would not hesitate to use legal means to secure to the children of neglectful or bad parents those educational advantages of which they are deprived. The commissioner thinks that the quality of the schooling given may be improved by striving less to impart knowledge and more to educate or develop the pupil; the former preparing for limited fields of action, the latter rendering the mind bold and comprehensive and giving to its possessor the power of unlimited control.—(State report.)

GRADED AND UNGRADED SCHOOLS.

As the result of a demand for a degree of efficiency which can be secured in no other way than by an arrangement of the pupils according to their ages and their capacity for studying certain things, about three-fifths of the schools of Rhode Island are graded. By general consent they are far better than the old ungraded schools for the work to be done. But, with all the excellences of the graded system, Mr. Stockwell holds that it has shortcomings to be remedied and excesses to be repressed; that graded schools are sometimes arbitrary in their organization and tyrannous in their administration, that the system is placed first and education second. He therefore suggests the introduction of greater elasticity in the system as to gradation, classification and instruction; it must be kept in mind, he says, that the studies pursued are not the end, but only a means toward the attainment of it. He urges that more attention be paid to the wants of the large class of children who leave school for the shop or the mill at or before their twelfth year. The indisputable fact that so many are thus cut off from all suitable educational advantages at an early age, he says, must be recognized, and it should lead to efforts to so arrange the course of study that those who leave early may make the most of their limited advantages. He would consequently have the courses arranged not with exclusive reference to the few who finish the programme, but with regard to the many who must leave before its completion, remembering that "the true theory of a common school programme is that every step shall be the best possible preparation for stepping out, rather than for stepping up." He is therefore pleased to see in the report from Newport that an effort is on foot there to meet this need by the creation of a secondary course that may secure to pupils leaving school early in life some of the advantages which have been fully enjoyed thus far by only the more favored few.

The ungraded schools, which are almost wholly in the rural districts, have as a rule no settled organization, no continuous plan of operation, no definiteness of aim, and no unity of effort. What they want, therefore, is direction, a distinct policy that may govern all their movements, though they may not all move on the same line. To this end he would like such a general course of study prescribed as may keep pupils from wasting half their school life for want of a plan of action, and then have such provision made for maintaining the schools as may enable them to secure and retain a good order of teachers, as is the case with graded schools.

The general institution of a town system instead of a district system is evidently looked to by him as a great means toward effecting the reforms required, and there are now 8 towns which have this system, either wholly or in part.—(State report.)

MANUAL EDUCATION.

In common with many other State school officers, Mr. Stockwell notices the absence from most schools of an important factor in the education of a large portion of the children; this factor is the "labor element." He would have the absence remedied by the introduction of the Russian system of technical instruction as exhibited at the Centennial in Philadelphia, and as since modified by President Runkle, of Massachusetts—a system which makes each step of the training educational, which introduces it in its proper relation to those which have preceded and those which are to follow; which puts construction out of sight, and makes instruction take its place; which does not seek to teach this or that specific thing so much as to train the hand and eye to do anything of which they are capable; and which uses throughout the class system, by which one expert or teacher is enabled to impart to many at a time the knowledge that the old apprentice system gave to only one. As one present means to this reform in training, he recommends the general introduction of drawing into the schools, not as an accomplishment but as an educational agency—an indispensable first step in manual education, which must be taken to prepare for more advanced ones, as experience and reason shall point out the way.—(State report.)

FREE PUBLIC LIBRARIES.

Twelve of these aids to educational improvement received assistance from the State in 1877, amounting to $1,050, toward enlarging and improving their means of influence. The libraries assisted must in every case be free to all citizens of suitable age and character in the cities and towns where they are situated; must present with an application for State aid a catalogue of the books owned and a written statement of their number and condition; with every new application must file a schedule of the books purchased with the preceding grant; must always have printed catalogues for reference; and must be open at all times to the inspection of the board of education. These conditions complied with, a library may receive $50 annually from the State for the purchase of new books provided it contains 500 volumes, and $25 more for each additional 500 volumes; no library, however, to get more than $500 in one year. Under the encouragement thus judiciously afforded, the free libraries gradually but steadily increase, and, as those books only can be counted that are fit for use, the condition of the volumes must be generally pretty good. The libraries aided in 1877 contained 21,738 volumes.—(State report and other sources.)

SCHOOL LEGISLATION.

The only legislation respecting public schools in 1877 that has any more than local interest was an amendment to the school law respecting teachers. With a view to putting a strange teacher on trial, school boards are allowed to grant a certificate valid for less than a year. Then, if the candidate proves unsuccessful, he can easily be dismissed when his certificate expires, while for a good teacher such a certificate can be easily renewed.—(State report.)

CITY SCHOOL SYSTEMS.[1]

OFFICERS.

Under a general law, school committees consist of at least 3 members. In Providence there are 6 for each ward; in Newport, 2 for each ward, with 2 from the city at large, making 12 in all. There is thus in each city provision for annual change of one-third; also, a city superintendent in each.—(Laws and reports.)

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[1] Providence and Newport are the only cities recognized in the State census of 1875, though such towns as Lincoln, with a population of 11,565; Pawtucket, with 18,464; Warwick, with 11,614 and Woonsocket, with 13,576, might, from their size, be reckoned such.

STATISTICS.[1]

Cities.	Population, 1875.	Children of school age, 1875.	Enrolment.	Average attendance.	Teachers.	Expenditure.
Newport	14, 028	2, 807	1, 840	1, 257	48	$62, 381
Providence	100, 675	19, 177	13, 500	10, 886	289	341, 818
Woonsocket	13, 576	3, 236	1, 616	1, 008	37	55, 189

ADDITIONAL PARTICULARS.

Newport is credited in the State report with 10 school buildings, valued, with sites and furniture, at $208,700. In these were taught 34 graded schools and 1 ungraded in 1876–'77, besides 5 evening schools for an average of 8 weeks each. In the evening schools (which were graded as primary, intermediate, grammar, book-keeping, and mixed) 11 teachers were employed on an average, and 291 different pupils were enrolled additional to the enrolment in the table, which is for the day schools only. The attendance was good, and, as disorder was punished by exclusion, deportment soon rose to the standard of the day schools. The superintendent thinks that much good was accomplished, more than in former years. In private and church schools there was also an enrolment of 719 pupils, so that the whole enrolment in all schools reached 2,850, just exceeding the number of children of school age. Drawing and music enter into the instruction for the day schools, special teachers being employed for both these studies, and the questions for examination in these and other subjects show plainly that thorough work is done. That in drawing is said to be much in advance of the preceding year, through a better appreciation of it on the part of the community and the efforts of an energetic teacher. Music, through like attention, is reported to have enjoyed a similar success, improving much in tone and pitch since the introduction of pitch pipes.

An ungraded course for the "winter scholars," who come in during the cold months and leave when spring offers opportunities for outdoor work, is urged by the superintendent. Such boys—for these winter scholars are generally boys—cannot well enter into the midst of grades, and cannot remain long enough to complete the studies of a year. For them he would therefore have a course which would give them the beginnings and carry them to the heart of the chief things to be attended to.—(State and city reports for 1876–'77.)

Providence reports to the State commissioner 49 school buildings, of which 6 were completed and opened during 1876–'77, while a new high school building, greatly needed, was commenced. The valuation of all public school property for the year was $1,450,000. The city day schools, all graded, numbered 236; the evening schools, 8, with 101 teachers and 2,351 pupils. Before the beginning of the school year, too, there were 8 vacation schools held, as in previous years, for terms of 6 weeks, under 22 teachers, with an enrolment of 1,238 pupils. The course in these schools is not given, but it probably included, as in the past, much oral instruction on practical matters not always attended to in the ordinary schools.

The proper arrangement of a course of study so as neither to press heavily on the duller scholars nor needlessly keep back the quicker ones, has evidently engaged the attention of Superintendent Leach. He sees that on the whole the present courses are too full, as many pupils cannot master them, while many others drop out, year after year, without an approach to a completion of the course. To secure the best results, he urges that the fundamental branches, reading, spelling, writing, and arithmetic, be thoroughly studied, believing that good drill in these is more important and more generally beneficial than a multitude of things half learned.—(City report for 1876–'77.)

Woonsocket, although not a city in its organization, ranks with many such in population and merits notice for its schools, which, except 2 outlying ungraded ones, are classed as primary, intermediate, grammar, and high. The primary schools appear to receive the special attention they deserve as lying at the base of the whole system, and teachers equal to any in the other grades are said to have been provided for them, while they have been furnished even more fully than the others with needful apparatus and books for the desk. For the grammar and high school grades a new and beautiful building has been provided in place of one burned in 1875. Three grammar schools exist, each with a male principal. The high school numbered 67 pupils in 1876–'77. A course in vocal music has been introduced into the grammar and high schools. Evening schools were maintained from October 23, 1876, to February 16, 1877, having a total of 16 teachers and 424 pupils, with an average belonging of 221 and an average attendance of 134. They are reported to have been far more successful than in any preceding session.—(Report for 1876–'77.)

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[1] The figures for these cities are from the city reports. Those for expenditure include evening as well as day schools.

TRAINING OF TEACHERS.

RHODE ISLAND STATE NORMAL SCHOOL, PROVIDENCE.

The number of students here in 1876–'77 was 143; the number of graduates, 21, of whom 14 engaged in teaching. Five resident and 7 non-resident instructors have charge of the studies, which cover 2 years for a prescribed ordinary course and 2 years more for an authorized advanced course. The latter includes Latin, Greek, German, mathematics, and natural science, and is meant to prepare for higher work and better positions than the former. Graduates from the first course and graduates of high schools may be admitted to the second course without examination. Others must prove their qualification before entering.—(Report and return.)

The report of the trustees for 1877 states that the standard in the school both for admission and for graduation is raised steadily from year to year, and that there is a gratifying increase in the number of high school graduates who enter.—(State report.)

TEACHERS' MEETINGS AND INSTITUTES.

In Bristol there are meetings of the teachers under direction of the school committee once at least in each term for consultation as to school concerns and discussion of practical matters in a quiet way. At Cranston such meetings are reported to be held quarterly, and to have proved both interesting and instructive. At Glocester the committee held 2 such in the winter of 1876–'77, "with gratifying results." At North Smithfield several appear to have been held, exerting, as usual, a beneficial influence.

Provision is made by law for holding teachers' institutes under the direction of the State commissioner, and he reports that within the year he conducted 3 himself and assisted in the work of 2 others, having in all the aid of prominent instructors and professors.

The attendance of teachers at these institutes was good, and a very general interest was awakened in each community in which they were held. In all but one instance the plan was adopted of holding the sessions on school days instead of taking a holiday. A larger attendance was thus secured. The institute work was made as practical as possible, nothing being introduced into the daily sessions except that which bore directly upon the work of the common schools. At each one the commissioner made a specialty of the metric system, causing it to be presented in a very thorough manner by means of a complete set of the metric measures.

Discouragements in the way of such assemblages diminish from year to year as the fact becomes more clearly demonstrated that the institutes impart valuable instruction and that those teachers who attend achieve the highest measure of success.—(State report.)

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

Fourteen cities and towns are still reported as having separate high schools, or schools of equal grade, public or private. Four years appears to be the ordinary length of the course. At Providence an elegant building has been erected for the high school, from which school 85 per cent. of the teachers in the city schools are said to be supplied. At Newport, because a portion of every class drops out before the completion of the course, the strictly practical and disciplinary studies have been evenly distributed throughout the 4 years, so that every pupil may get the utmost possible benefit from these during his time in the school. The high school here is supplying a want long felt in the community by abundantly furnishing, for the first time in the history of the place, candidates for teachers' places who are well trained and capable. At Bristol the high school fell off considerably during the year from the loss of an effective assistant teacher whose place was not supplied. At Woonsocket a new and beautiful building for the high and grammar schools was dedicated in 1877. At East Greenwich it is proposed to turn to high school purposes the advantages of the excellent academy there, which can be had at smaller cost than would be needful to maintain a high school.

The public discussion of the high school question during the year has strengthened the sentiment that sustains these schools and drawn forth an emphatic utterance in favor of them. At the session of 1876 the house of representatives of the State passed a resolution instructing its committee on education to inquire and report to the house "whether or not the public money now expended on schools above the grade of grammar schools could not be expended more to the public advantage in instructing the pupils attending the public schools in the industrial arts." The report of the committee in response to this inquiry stated that "The higher education is the fountain of popular education. We see that in all countries where great success has attended the efforts to instruct the masses it has been due to the influences emanating from the higher seminaries of learning. Whatever influences operate detrimentally to the high schools in the same degree militate against the real efficiency of the elementary schools. Our high schools may be modified, altered, or improved, as the exigencies of the various localities require, but never abolished."—(City reports and State report.)

OTHER SECONDARY SCHOOLS.

For statistics of reporting business colleges, private academies, and preparatory schools, see Tables IV, VI, and VII of the appendix following, and the summaries of them in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

BROWN UNIVERSITY.

This university continues to be the one means for collegiate training in this State, and seems amply to supply all present needs in this direction. Depending on the high schools of the public system and various good classical schools around to prepare candidates for admission to its classes, it has no preparatory school, but it will examine in certain studies, a year beforehand, such as propose to enter its freshman class, thus giving time to make up all deficiencies and secure the most thorough preparation possible.[1] Besides special courses for students who are not candidates for a degree, the academical department includes the customary classical course for the degree of bachelor of arts and 3 courses for that of bachelor of philosophy, all covering 4 years each. Two of these 3 include classical studies in some measure; the third omits these and substitutes for them scientific studies. In all these courses there is a large allowance of elective studies, beginning in the classical with the second sophomore semester; in the philosophical, with the first one.

For its semiannual examinations, Brown secures in addition to the faculty committees of examination in each study; these are composed of prominent teachers, clergymen, lawyers, doctors, and scientists.—(Catalogue for 1877-'78.)

A new fire proof library building, with accommodations for 150,000 volumes, is the chief outward addition made in 1877. The funds for this, amounting to $65,000, besides a lot, came from the always liberal hands of the late John Carter Brown, A. M., for many years a member of the board of fellows.

For full statistics of the academical department, see Table IX of the appendix following; for a summary of these, the Report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The scientific department of Brown University enjoys the benefit of the United States grant for a State college of agriculture and the mechanic arts, and is substantially such a college for this State. Its regular course of study is of 3 years, and is meant for students who wish to prepare for pursuits especially requiring knowledge of mathematical and physical science and their application to the industrial arts. Applied chemistry, civil engineering, and agriculture in some of its scientific branches are the chief specialties of this department. Students who enter only for these studies in whole or in part are subject to the same conditions of admission as those for the select courses, and, having pursued them, receive certificates stating the time of their university residence and the measure of their acquisitions. If they, however, follow on from this beginning the regular classical or scientific courses of the university to their conclusion, they may receive the degree of bachelor of arts or bachelor of philosophy.

PROFESSIONAL.

So far as is known, there are no professional schools yet established in Rhode Island, nor any preparation for professional pursuits beyond the private study of theology with clergymen, of medicine and pharmacy with physicians and apothecaries, and of law with lawyers.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB, THE BLIND, AND THE FEEBLE-MINDED.

The State makes an annual allowance for the care and education of these several classes of unfortunates; but, having no institutions of her own for these purposes, has to avail herself of those in other States.

REFORMATORY AND INDUSTRIAL TRAINING.

The State, as such, has no reformatory or industrial school. The city of Providence, however, sustains the *Providence Reform School*, which makes its twenty-seventh annual report. This shows that since the founding of the school in 1850 it has had 2,584 inmates, of whom 213 remained at the date of the report. These inmates have come from every portion of the State, Providence naturally furnishing the largest number, a great proportion of them being boys. As usual in such cases, many who enter are illiterate and often have been idle vagrants. But those admitted are subjected to school training, receive moral instruction, and are taught such simple industries as may enable them to earn an honest living.—(Report and return.)

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[1] Specimens of the examination papers for admission in 1877 are given in the catalogue for the autumn of that year, and show a determination to have well fitted students.

The *Shelter*, a private benevolent institution, also in Providence, receives and trains young colored children in reading, writing, arithmetic, and vocal music, as well as in sewing and housework, placing them afterwards in families. Twenty-five were so trained in 1877.—(Return.)

ART EDUCATION.

A school to instruct artisans in drawing, painting, modelling, and designing, with a view to the application of the principles of art to the requirements of trade and manufacture, has been planned in Providence and will probably be open for such training in the autumn of 1878.

EDUCATIONAL CONVENTION.

RHODE ISLAND INSTITUTE OF INSTRUCTION.

The thirty-second annual session of this association was held at Providence, January 11–13, 1877, and was one of more than usual interest in respect to the importance of the questions considered, the speakers who gave instruction, and the number of teachers who assembled.

The first meetings of the institute were held in sections. Before the high school section the chief address was delivered by Professor J. H. Appleton, of Brown University, on "The methods of teaching chemistry." The session for the primary and grammar department was largely attended. Mr. A. J. Manchester described, with blackboard illustrations, "Methods of drill in penmanship;" Miss Mary L. Jewett, of the State Normal School, gave "A general exercise for common schools," and Mr. L. W. Russell delivered an address upon "Some defects in reading and their remedy." In the evening, Hon. Joseph White, late secretary of the Massachusetts board of education, addressed the institute on "Moral and religious training."

On the following day addresses were delivered and papers read on "Reform in spelling," by Mr. Edward H. Cutler, of the Providence High School, and on "English literature in the common schools," by Principal Greenough, of the normal school. "The metric system," in its principles, methods, rules, and advantages, was discussed by W. F. Bradbury, of Cambridge, Mass., and "The Kindergarten," by Hon. B. G. Northrop, of Connecticut. The customary large mass meeting in the evening, held in Music Hall, was addressed by Rev. H. I. Cushman, on "The practical in education;" by Hon. Joseph White, of Massachusetts, on the "Importance of the teachers' calling;" by Hon. B. G. Northrop, on "The English language;" by Rev. Dr. Behrends, on "How far should the state educate?" and by Rev. Dr. Taylor, who spoke on various educational topics.

On the last day, addresses were delivered by William B. Dwight, of the Connecticut Normal School, on "Reaching the mind of the pupil," and by Hon. T. B. Stockwell, on "Education at the Centennial."

The exercises each day were enlivened by singing, by the reading of entertaining selections, and by a discussion of the different addresses and papers.—(New-England Journal of Education.)

OBITUARY RECORD.

ALEXIS CASWELL, D. D., LL. D.

On the 8th of January, 1877, died this honored ex-president of Brown University—distinguished at once as a scholar, scientist, divine, and useful citizen. Born in Taunton, Mass., January 29, 1799, he was thus nearly 78. Descending, on both sides, from old New England blood, he grew up with all the sturdy firmness of that stock, plodded five miles on foot every day while preparing himself for college, and entering Brown University in September, 1818, bore off in 1822 the highest honors in a class of more than usual excellence. After a year of further study, accepting a tutorship at Columbian College, Washington, D. C., he rose to the professorship of ancient languages within two years, discharging with great acceptability the duties of the chair from 1825 to 1827, and pursuing theological studies at the same time. Owing to the embarrassed circumstances of the college, he temporarily accepted the pastorate of a Baptist church in Halifax, Nova Scotia, and then that of an important church in Providence, of which he had become a member while in college. While engaged in this latter charge in the autumn of 1828, the professorship of mathematics and philosophy in his alma mater fell vacant through the resignation of Dr. Alva Woods. Mr. Caswell, being at once offered the chair, accepted it, and thenceforward was identified with the college and with Providence. Coming thus into intimate association with President Wayland, who had been elected to his high office eighteen months before, the new professor gave his chief his heartiest assistance in efforts to improve the discipline of the institution and to enlarge and elevate its course. In such harmonious coöperation they went on till 1855, when President Wayland resigned the place which he had held since 1827, and President Sears came in. As the senior member of the faculty, of marked ability and usefulness, most active in the promotion of the interests of the institution, and for some time previous substantially its head, Dr. Caswell might reasonably have expected at this time a promotion to the presidency. And when what he had fairly merited was given to another, it would not have been strange if he had shown some disappointment. But if any was experienced, no one heard it from his lips or saw it in his countenance. He went about his duties (since 1850, those of instruction in mathematics and astronomy) as if everything had gone according to his wish, giving the new president the same hearty support he had always given Dr. Wayland. Five years later he allowed himself, for the first time, a year of rest and travel, visiting the astronomical observatories of the Old World, and attending meetings of its scientific associations. Then, after two years' further service, in 1863 he resigned the professorship which for thirty-five years he had adorned, and retired to attend to his personal and private interests. But he was not suffered to remain in private life. The presidency of the university again becoming vacant by the retirement of Dr. Sears in September, 1867, it was offered to Dr. Caswell[1] in the January following. He accepted with modest confidence, successfully administered his trust for four years and a half, and then again resigned, leaving the university with a larger student roll, a fuller endowment, an additional professorship, and a museum much increased.

While connected with the college he had been for many years an active member and once the president of the American Association for the Promotion of Science, and was one of the original corporators of the National Academy of Science. In these associations he had done valuable service. But now the evening of life came on, the quiet of family and social life was sought, and while not withholding his counsels from the college or his presence from such scientific gatherings as he could attend, it was mainly religious and philanthropical associations that called him from his retirement and brought him again before the world. His last days of a well spent life were serenely passed in a city which is said to have been "crowded with his friends, but containing for him not a single enemy."— (Memorial volume, 1877.)

CHIEF STATE SCHOOL OFFICERS.

His Excellency CHARLES C. VAN ZANDT, *president of the State board of education, Providence.*
Hon. THOMAS B. STOCKWELL, *State commissioner of public schools, Providence.*

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[1] He had received the degree of doctor of divinity in 1841, and that of doctor of laws in 1865.

SOUTH CAROLINA.

STATISTICAL SUMMARY.

	1875–'76.	1876–'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age	85,678	83,813		1,865
Colored youth of school age	152,293	144,315		7,978
Total school population	237,971	228,128		9,843
Enrolled in public schools, white	52,283	46,444		5,839
Enrolled in public schools, colored	70,802	55,952		14,850
Total enrolment	123,085	102,396		20,689
SCHOOL DISTRICTS AND SCHOOLS.				
School districts	427	437	10	
Free public schools	2,776	2,483		293
School-houses	2,465	2,084		381
Number of these owned by districts		597		
Number owned by other parties		1,487		
Number with grounds inclosed		191		
New school-houses erected		25		
Cost of these		$2,775		
New ones rented during the year		79		
Rent paid for these		$2,430		
Valuation of school-houses	$326,063	294,907		$31,156
TEACHERS AND THEIR PAY.				
Men teaching in the public schools	1,914	1,639		275
Women teaching in the public schools	1,154	1,035		119
Number of white teachers	1,981	1,725		256
Number of colored teachers	1,087	949		138
Average monthly pay of men	$30 40	$28 32		$2 08
Average monthly pay of women	28 86	26 87		1 99
INCOME AND EXPENDITURE.				
Whole receipts for public schools	$457,260	$189,353		$267,907
Whole expenditure for them	423,871	226,021		197,850

(From reports of Hon. J. K. Jillson and Hon. Hugh S. Thompson,[1] State superintendents of education, for the two years indicated.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State superintendent of education* is elected every 2 years by the people in the same manner as other State officers for general supervision of all the public schools. He is to visit and inspect them, and make annual report through the governor to the legislature.

A *State board of examiners*, composed of the State superintendent and 4 persons appointed by the governor, the superintendent being chairman, constitutes an advisory body which the latter may consult when in doubt about his official duty; it also has power to prescribe rules, text books, and a course of study for the public schools, as well as to examine teachers and issue certificates good throughout the State.

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[1] In the Report of the Commissioner of Education for 1876 the name of Mr. Thompson was erroneously printed S. R. Thompson.

LOCAL.

A *county school commissioner*, elected by the people every 2 years, has in each county, under the State superintendent, the supervision of all the public schools within it, except in Charleston County, where the city school system, having a superintendent of its own, is exempt from such supervision.

County boards of examiners, composed of the county commissioner and 2 other members appointed by the State board for terms of 2 years, examine in their respective counties candidates for positions as teachers in the public schools, and give to each person found qualified a certificate setting forth the things he is capable of teaching, such examination to be renewed every year. These boards advise the commissioners as to doubtful points of duty and divide their counties into convenient school districts.

Boards of trustees, each composed of 3 members, for the school districts thus formed are appointed by the county board of examiners for terms of 2 years, to take the management and control of the school interests of the district.—(State school law.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

A glance at the statistics is enough to show that there is apparent retrogression at every point, save in the number of school districts, in which there is an increase of 10. To some extent this retrogression is apparent only, and is due to a failure of school officers to report. In a large measure, however, it is doubtless real, and is attributed by Superintendent Thompson mainly to three causes: (1) The political disorders which preceded and attended the change in the State government at the close of 1876 and opening of 1877 disorganized the school system. (2) In the belief that the schools had generally been closed from this cause, and that for those remaining a comparatively small amount would be required, the new legislature appropriated only $100,000, in addition to the poll tax, for the maintenance of the free schools, in place of the $202,662 of 1876. This might perhaps have proved sufficient, as a penalty had been imposed for non-payment of the poll tax, which it was supposed would considerably increase the revenue from that source. But (3) just as the schools were getting into operation agitation was begun to secure the payment from the revenues of this school year of claims which had been pending against the school funds for services and supplies in 1873. In August, 1877, the supreme court affirmed the constitutionality of an act which had been passed March 3, 1874, to provide for meeting these old claims, and the effect was to divert in this direction a large part of the revenue which had been relied on to maintain the schools for the remainder of the fiscal year, which closed October 31, 1877. From these three causes there were fewer schools, smaller enrolments, and shorter school terms than in previous years. The superintendent, nevertheless, believes that there has been throughout the State a renewed interest in education, which, under better circumstances, he hopes will bear good fruit. But he sees obstacles in the way of an efficient system of free schools which it must take long to thoroughly surmount. Among these he enumerates three: first, the necessary expensiveness of having separate schools for the equal education of the whites and blacks, an arrangement which no southern State would be willing to forego; next, the difficulty of so placing schools in the sparsely settled sections of the State as to put them within reach of all; and, finally, the great poverty of very many parents of both races, which renders it difficult for them to furnish their children needed text books, and which often forces them to keep the children from school because of the need of their assistance in the labors of the house and of the field.—(State report.)

MEANS OF IMPROVEMENT.

With a view to obtaining the needed funds for meeting the inevitable expenses of the schools Superintendent Thompson favors the adoption of a proposed amendment to the constitution which would authorize the levying of a tax of not less than 2 mills on the dollar, said tax to be held in the several county treasuries and paid out only for the support of public schools. He also favors the passage of an act, like the one of which Charleston now enjoys the benefit, allowing all incorporated towns to levy taxes additional to the ordinary ones for the support of schools within their corporate limits.

Another means to which he looks for yet more general improvement of the schools is the passage of a law amendatory of the act of 1871. With the aid of several gentlemen experienced in school matters and learned in the law, he prepared a bill in 1877 which substitutes for the present unwieldy board of education, composed of the State superintendent and all the county school commissioners, a State board of examiners, to be composed of the superintendent and 4 persons appointed by the governor; gives this board the usual large powers of a State board; makes it advisory to the superintendent in his duties; does away with the free supply of text books by the State; removes from the hands of school trustees a power now liable to great abuse, and gives them for taking a biennial census of school children a compensation not hitherto afforded them for such work. Beyond these things the proposed new law conforms mainly to the older one.[1]—(State report.)

AID FROM THE PEABODY FUND.

Aid to the amount of $4,100 was received in 1876–'77 from the Peabody education fund, and was appropriated to schools in Columbia, Florence, Yorkville, Sumter, and Aiken Counties. All but 2 of the 7 schools thus aided were for the instruction of colored pupils, and the amounts appropriated indicate an enrolment of from 100 to 460 children, with an average attendance of 85 per cent., while the mere fact of the appropriation to each school is evidence of its being a free common school with proper grades and with at least 1 teacher for every 50 pupils.—(State report.)

KINDERGARTEN.

A school of this class—with a conductor, assistant, and 24 pupils attending 2 hours daily for 5 days of each week—is reported from the Williamston Female College, Williamston, as accomplishing results "good beyond the most sanguine hopes."—(Return.)

CHARLESTON CITY SCHOOL SYSTEM.

OFFICERS.

A board of city school commissioners elected by the people at each regular municipal election, 1 for each city ward, has charge of the interests of the city public schools, with power to elect a superintendent for them, and to levy and cause to be collected, as other city taxes are, a sum not to exceed a mill and a half upon the dollar on all taxable property in the city, the money so collected to be placed in the city treasury, subject to the order of the commissioners, for the benefit of the public schools.—(Law of March 6, 1871.)

STATISTICS.

Estimated present population of the city, 54,000; youth of school age, 5,873 white and 6,854 colored, a total of 12,727; public school buildings, 5; enrolled in these, 6,713, nearly equally divided between white and colored, the great majority of these in the ordinary English studies, with 401 in higher branches; teachers, 89, of whom 10 were colored; average monthly pay of teachers, $121.66 for males and $39.23 for females; number of months the schools were in session, 10; expenditure for them, $58,675. Of this sum, $50,925 went to pay salaries of teachers, school officers, and janitors; $418 for rent of lands on which two of the school-houses are built; $1,306 for repairs; $1,559 for insurance and other incidentals; and $4,467 for books and school apparatus.—(Report of city board in State report.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The State normal school at Columbia was suspended in June, 1877, from want of legislative support. The State is thus without a normal school of its own. A normal course, however, covering 4 years, is provided for at *Claflin University*, Orangeburg, designed for whites, and the *Avery Normal Institute*, Charleston, under the auspices of the American Missionary Association, prepares teachers for the schools of the colored race. In 1877 it had 87 pupils studying with a view of becoming teachers, besides 228 others. In the summer of that year, 22 were graduated from a 4 years' normal course, which begins, however, with the primary elements. In the high school at Charleston, some attention is also given to the preparation of teachers for the city schools.

TEACHERS' INSTITUTES.

The law makes no positive provision for holding teachers' institutes. It is made the duty, however, of each county school commissioner "to aid the teachers in all proper efforts to improve themselves in their profession." For this purpose he is to encourage the formation of associations of teachers for common improvement; to attend the meetings of such associations, and to give such advice and instruction in regard to their management as in his judgment will contribute to their efficiency.

It does not appear from the State superintendent's report that any of these associations of teachers were held during the year 1876–'77, although in the previous year there were teachers' institutes held in 4 counties of the State.

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

No statistics are given by the State superintendent in respect to such schools beyond the statement that 2,546 pupils in the public schools were pursuing the higher branches of study, a decrease of 592 from the number of the previous year. Of the above number 401 were in the Charleston High School.

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[1] This bill, later advices inform us, passed the legislature and was approved March 22, 1878.

Superintendent Thompson states in his report that gentlemen deeply interested in the educational advancement of the State have proposed a revival of the old system of county high schools to be supported partly by the State and partly from tuition fees. He says that a system of schools thus organized would possess many advantages, and that if it were practicable now he would urge the adoption of the plan. But he does not see how, in accordance with a constitution which provides for free schools only, any portion of the public fund can be used for this purpose; and in the existing financial condition of the State he cannot advise any additional taxation for schools.—(State report.)

OTHER SECONDARY SCHOOLS.

For statistics of private academies and of preparatory departments of colleges and universities, see Tables VI, IX, and X of the appendix following, and the summaries of them in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

ACADEMIC DEPARTMENTS OF COLLEGES AND UNIVERSITIES.

For statistics of reporting colleges and universities, see Table IX of the appendix following, and a summary of it in the Report of the Commissioner preceding; for their courses, see the Report of the Commissioner of Education for 1876.

It may be said here, however, that the *College of Charleston* greatly revised and improved its course in 1877, substituting in the earlier part Smith's History of Rome and the Student's Gibbon for Duruy's Histoire Romaine, rearranging much of the Latin and Greek, and making many other desirable changes. Special courses, to include at least 3 subjects, are also provided.—(Circular for 1877-'78.)

Erskine College, Due West, presents in its catalogue for 1877-'78 a scientific department in addition to the preparatory and classical collegiate noticed in 1876.

Newberry College, Newberry, presents also for the same year, besides its preparatory and classical courses, mentioned last year, a scientific course to be recommended to the board of trustees for adoption.

Claflin University, Orangeburg, not mentioned under this head in 1876, reports for 1877, in connection with its academical department, an English preparatory course of 2 years, to be continued till the improved condition of the common schools shall render it unnecessary; a classical preparatory, also of 2 years, introductory to its collegiate classical course; and a normal course of 2 years beyond the 2 preparatory years.

Wofford College, Spartanburg, has added a scientific course to its previous one for bachelor of arts, and has taken another step in advance by adopting a rule to confer no A. M. in course, but to restrict this degree to such bachelors of arts graduated with distinction as shall pursue for a year after graduation an assigned course of study in one or two of the regular departments of the college, and pass with distinction a written examination on that work.

The *University of South Carolina*, at Columbia, suspended in 1877 for want of legislative support, remains closed.

COLLEGES FOR WOMEN.

For statistics of institutions for the superior instruction of young women, see Table VIII of the appendix following, and a summary of it in the Report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

[For statistics, see Tables X-XIII of the appendix, and summaries of these in the Report of the Commissioner preceding.]

SCIENTIFIC.

The *South Carolina Agricultural College and Mechanics' Institute*, at Orangeburg, a department of Claflin University serving as the State college of agriculture and mechanic arts, has agricultural and scientific courses, for which it prepares students in its schools. There is an experimental farm connected with the institution and a carpenter shop for practical instruction. Other mechanical departments will be opened as means may warrant. By manual labor on the farm and in the shop a student may assist in defraying his expenses. Tuition is free. Number of students, 37, of whom 12 were young women.—(Catalogue and return, 1877.)

THEOLOGICAL.

The *Theological Seminary of the Synod of South Carolina and Georgia*, at Columbia (Presbyterian), takes the high stand of requiring a collegiate education or its equivalent as a condition precedent to entrance on its course. It reports for the year 1877 an attendance of 40 students who all had pursued studies at some college or university previous to entering here.

The *Southern Baptist Theological Seminary*, formerly at Greenville, was removed in 1877 to Louisville, Ky.—(Letter from Professor Broadus.)

LEGAL.

The *Law School of the University of South Carolina*, closed in common with the other departments in 1877, remains still suspended.

MEDICAL.

The *Medical College of South Carolina*, at Charleston, with the usual 3 years of study and 2 courses of lectures, had 60 students under its 7 professors and a demonstrator in 1877.—(Return.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The South Carolina Institution for the Education of the Deaf and Dumb and the Blind, at Cedar Spring, had an attendance during the year 1876–'77 of 26 pupils, 17 of them deaf and dumb and 9 blind. In the department for the deaf and dumb the branches taught are Peet's course of instruction, geography, arithmetic, English grammar, history, algebra, geometry, Latin, Bible lessons, and general literature. In the department for the blind, they are orthography, reading, writing, mental and written arithmetic, English grammar, geography, ancient and modern history, natural philosophy, rhetoric, geology, algebra, biblical and general literature, and vocal and instrumental music. The State appropriation for the fiscal year was $5,000. An additional sum of $2,000 is asked for in order to make arrangements for instructing these youths in appropriate industries, such as printing, cabinet work, and shoemaking for the deaf and dumb, and broom, mat, and brush making, and chair seating for the blind.—(Report of institution, 1876–'77.)

EDUCATION OF ORPHANS.

The *Holy Communion Church Institute*, Charleston (Protestant Episcopal), continued in 1877 the excellent work begun ten years before; it brings up in connection with its day school and boards free of charge in its home such orphan and destitute children of good character as its rector, Rev. Dr. A. T. Porter, can find the means to thus sustain and educate, aiding them afterward in obtaining positions in business or prosecuting college study. In 1877 there were 85 boarders in the home, besides 70 day pupils.—(Return.)

OBITUARY RECORD.

PROFESSOR WILLIAM WILLIAMS, D. D.

Dr. Williams, born in Athens, Ga., March 15, 1821, received his literary training at the University of Georgia, and studied law at the law school of Harvard University, Cambridge, Mass. After 5 years' practice of his profession he became a Baptist minister, preached for 5 years in Auburn, Ala., and then was made professor of theology in Mercer University, at Macon, in his native State. In 1859 he was appointed professor of church history, church government, and pastoral duties in the Southern Baptist Theological Seminary, which was opened that year in Greenville, S. C., and which in 1877 was removed to Louisville, Ky. Some years after assuming his duties at Greenville, he was transferred to the chair of theology in the seminary, and he held this till his death, which occurred at Aiken, February 20, 1877.

Dr. Williams possessed great acuteness and vigor, was rarely equalled by those around him as a reasoner, and was especially remarkable for the terse and clear statement of any subject on which he had to speak. His lectures excited admiration and enthusiasm, and his preaching was of a high order.—(Communication from Professor John A. Broadus, Louisville, Ky.)

CHIEF STATE SCHOOL OFFICER.

Hon. HUGH S. THOMPSON, *State superintendent of education, Columbia.*

[First term, May 1, 1877, to January 1, 1879.]

TENNESSEE.

STATISTICAL SUMMARY.

	1875–'76.	1876–'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Whites of school age (6–18)	325,312	330,935	5,623	....
Colored of like age	108,819	111,523	2,704	....
Whole scholastic population	434,131	442,458	8,327	....
Whites in public schools	....	171,535	....	....
Colored in the same	....	43,043	....	....
Unclassified as to color	194,180	13,065	....	....
Whole reported enrolment *a*	194,180	227,643	33,463	....
Average daily attendance	125,908	142,266	16,358	....
SCHOOLS AND SCHOOL-HOUSES.				
Public schools for whites	3,070	....	....	....
Public schools for colored pupils	827	....	....	....
Whole number of public schools *b*	3,897	4,604	707	....
Number of these graded	152	196	44	....
Number of consolidated schools	156	171	15	....
Average time of schools in days	72	70	....	2
Number of public school-houses	3,156	3,388	232	....
New ones built	295	272	....	23
Valuation of school buildings and property.	$1,048,944	$1,090,814	$41,870	....
TEACHERS AND THEIR PAY.				
Number of teachers licensed	4,168	4,317	149	....
Number employed	4,210	5,001	791	....
Number of these white	3,396	4,013	617	....
Number colored	814	988	174	....
Average monthly pay	$32 18	$28 53	....	$3 65
INCOME AND EXPENDITURE.				
Whole receipts for public schools	$838,735	$718,423	....	$120,312
Whole expenditure on them	698,220	691,072	....	37,148
STATE SCHOOL FUND.				
Amount of available fund	$2,512,500	$2,512,500	....	....
PRIVATE SCHOOLS.				
Number of such schools reported	1,083	1,025	....	58
Number of teachers in them	1,251	1,147	....	104
Enrolled pupils	31,416	28,291	....	3,125
Average attendance	17,820	17,213	....	607

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[a] In 1876, the enrolment and attendance were not reported from 12 counties; in 1877, 5 counties failed to report enrolment and 8 daily attendance, probably from the fact that the superintendents of those counties received little or no salary.

[b] In 1876, 8 counties failed to report the number of schools; in 1877, the same number reported neither schools nor teachers, probably for the reason given above.

(From reports of Hon. Leon. Trousdale, State superintendent of public schools, for the two years indicated.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State superintendent of public schools*, nominated by the governor and confirmed by the senate for a term of 2 years, has the oversight of the free school system throughout the State, and is required to submit to the governor a plain statistical statement respecting it by the middle of December of each year.

LOCAL.

For each county, a *superintendent of public schools* is elected by the county court, biennially, in January of the even years; he must be a person of literary and scientific attainments, and, when practicable, of skill and experience in the art of teaching, and must report annually, by October 1, to the State superintendent.

For each school district, there is a *board of three directors*, elected by the people of the district for terms of 3 years, one to be changed or reëlected each year. In case of failure to elect a director in any year, the county superintendent appoints one.

In cities, *boards of education* of different numbers and terms, with city superintendents, have charge of the interests of public schools.

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

The figures for the year show that there is a fuller life in the school system. Notwithstanding prevalent depression in all business, consequent large decrease in the receipts, and necessary proportionate decrease in the expenditure for schools, the reported enrolment in public schools exceeded by 33,463 that of 1876 (7 fewer counties, however, reporting this item in 1876); while both enrolment and average attendance greatly exceeded the reported increase of scholastic population. To meet the increased enrolment and attendance, we find 707 more schools open, with 791 more teachers, which gives 1 new teacher for every 42 new pupils enrolled and for every 21 additional in average attendance. In the mean time, the private schools have so declined as to show 58 less in the number of institutions, 104 fewer teachers, and a diminution of 3,125 in enrolment and of 607 in the average attendance.

Besides the greater numbers in the public schools, the superintendent reports a better quality of teaching, partly through more care in examining and giving licenses and partly through greater efforts on the part of the teachers to improve. This last has no doubt resulted in some measure from the more complete instruction afforded teachers in county institutes, 27 more such institutes having been held in 1877 than in the preceding year. And when a larger enrolment, better attendance, and improved quality of teaching come at a time which has witnessed the cutting down of wages and the reduction of other expenses wherever practicable, we may perceive what an increase of vitality there would be should all the counties do what is now done by about two-thirds of them, *i. e.*, raise local taxes to supplement the State allowance for public education.

A further evidence of progress is the increase of graded schools, in which rank may be also reckoned the consolidated schools, these being private academies and seminaries which extend to public pupils their advantages on condition of receiving their proportionate share of the school funds. The increase of these two was 59, making a total of 367 for the State.

SCHOOLS FOR COLORED CHILDREN.

Only 38.6 per cent. of the colored children of school age were enrolled in the public schools, while the proportion of white children thus enrolled was nearly 52 per cent. This disparity is accounted for by the sparseness of the colored population in some counties, there not being in the school districts a number sufficient to organize schools. The same advantages are offered both races by the law, and in districts in which their population preponderates colored inhabitants are not slow to avail themselves of their opportunities. Much complaint is made in almost every county of the incompetency of colored teachers and of the difficulty of obtaining well qualified ones. This difficulty is being gradually overcome through the aid of the various colleges for colored students, especially those at the capital.—(State report for 1877.)

SCHOOL-HOUSES.

In some counties the people have been awakened to the necessity of having school-houses properly constructed and well situated, and the erection of 272 new ones is reported. Some of these were paid for out of the school fund, some were built by private enterprise and others by combined individual and public funds. The school fund is not large enough to build the needed houses without discontinuing the schools for a limited period; but when private aid cannot be obtained there is no other alternative, and in such cases school directors have been advised to build the houses as the only way open "to promote the interests of schools in their respective districts." Conveniently placed, comfortable, and commodious school-houses, with good seats, blackboards, and elementary charts, will, it is believed, disarm the most obstinate opposition to the system.—(State report.)

AID FROM THE PEABODY FUND.

This excellently managed fund has greatly assisted in effecting the improvement noticeable in the State school system. In 1876–'77, besides allowing $9,000 for the normal college at the capital, the general agent allowed $6,850 for school purposes within the State, of which $200 went to an institute for the improvement of colored teachers. The grants are wisely limited to such really graded schools as continue for 10 months of the year, with at least 100 pupils on each roll, 85 of the 100 in average attendance, and 1 teacher for every 50 scholars; every such school helps to raise others to its standard.

INDUSTRIAL TRAINING.

In view of a circular from the president of the East Tennessee University and State Industrial College requesting county superintendents to select proficient and worthy pupils from the public schools for free matriculation at this college, Superintendent Trousdale seconds the appeal. He says that the university, founded to give an industrial and scientific education, is designed to be the complement of the State school system; that there is a tendency toward giving more weight to industrial training in the free schools; and that such a training is an indispensable preliminary to diversifying State industries, affording employment to idle laborers, and producing and increasing skill in manufacturing and mechanical pursuits. In the lack of educated master workmen and of laborers trained to be skilful in their pursuits, he sees a cause sufficient to account for the absence of manufacturing industry in a State in which idle laborers are abundant and the material for manufactures is produced on every hand. He would therefore have students sought out for the university, seeing in this the starting point for a new movement clearly pointed out by the needs as well as the advantages of Tennessee.—(State report.)

A DANGER ESCAPED.

The opponents of an organized State school system mustered sufficient strength to secure the passage of a law by the legislature in 1877 abolishing both State and county superintendency. The governor, however, came to the rescue of the system, and declined to affix his signature.

CITY SCHOOL SYSTEMS.

OFFICERS.

As no general law prescribes the official staff for a city system in this State, the boards of education differ in numbers and organization. That of Knoxville has 5 members, chosen for terms of 5 years each, 1 going out each year; that of Memphis 20, chosen for terms of 2 years, 10 going out each year; that of Nashville 9, chosen for terms of 3 years, 3 going out each year. City superintendents of schools serve as the active agents of the boards.

STATISTICS.

City.	Population.	Children of school age.	Enrolled.	Average daily attendance.	Teachers.	Expenditure.
Chattanooga	[a]12,000	2,421	1,709	....	24	$15,884
Knoxville	[a]16,000	1,949	1,415	725	22	12,367
Memphis	[a]50,000	[b]9,091	3,097	2,457	63	61,014
Nashville	27,085	9,535	4,032	2,936	[c]74	60,673

[a] Estimated.

[b] The legal school age in Memphis is stated in a return to be 6 to 20 years. In the other cities it is given in returns as 6 to 18.

[c] This is not inclusive of 2 special teachers.

ADDITIONAL PARTICULARS.

At *Chattanooga*, according to a return of the superintendent, from which the above statistics are taken, the schools are classed as primary, grammar, and high, the first 2 of these including 8 grades; the high school, 3. At present all the grades are arranged in the same buildings, but kept distinct. No distinction in the pay of teachers is made for difference in the grade of school taught, but only for the rank of the teacher. Music, drawing, and penmanship are taught by the regular teachers, under the direction of the superintendent.

Knoxville, also grading her schools from primary up to high, but with intermediate classes between the primary and grammar grades, reports improvement in attendance, in the quality of teaching, and in the accommodations for scholars. It had been supposed that the Knoxville College, meant for colored pupils, would take many from the public schools; but, instead of this, the number in the colored schools, as in the others, has been larger in the past year than previously, so that the rooms for their use are even inconveniently crowded. The city schools, too, are beginning to furnish for themselves resident teachers accustomed to the system. Three graduates of the high school, chosen as teachers after thorough examination, are said to be doing very satisfactory work. The trustees of the Hampden Sidney Academy have generously put that excellent building at the disposal of the board of education, to increase the accommodations of the girls' department of the intermediate and grammar grades.—(City report for 1876–'77.)

Memphis, where, too, there is a fully graded system, sends no report for 1876–'77 beyond statistics. In the preceding year the report indicated a saving of not less than $10,000 through a system of half-day schools, in which each child received a larger measure of attention from the teacher than had been customary in the full time schools; and this, too, with greater variety of exercises and far less inconvenience from crowding. A normal class was also noted as having been established to prepare teachers for the city schools. Arrangements so advantageous as both these were are not likely to have been discontinued.

At *Nashville* the course of study extends through 11 grades, each apparently occupying one year. The last 3 years include high school studies. There is also a special course in writing and drawing. Object lessons enter largely into the instruction given for the first 6 years. Vocal music is taught throughout. In the last year of the high school Latin composition is to be practised, and pupils in German and French are to use those languages in the class room. With an increase of 421 in the number of children of school age, there was for 1876–'77 a decrease of 127 in the enrolment and some falling off in average daily attendance; this last attributed to the prevalence of diphtheria. A table of statistics covering the last seven years, however, shows on the whole a steady increase in the percentage of both enrolment and attendance, while the percentage of tardiness has fallen off in a most remarkable degree, from 1.38 in 1870–'71 to only .17 in 1876–'77. Much is said to have been accomplished, too, in developing among the pupils a sense of right and propriety, an enlightened prevalent opinion that discourages any tendency to rudeness and disorder. The colored children in the schools are credited with an improvement much beyond the whites in respect to attendance and punctuality; and, except that the management and means of discipline for them have had to be slightly more stringent and the time required for classes to accomplish the same work a little more protracted, their schools are reported to have done as well as any under the charge of the school board.—(City report for 1876–'77.)

TRAINING OF TEACHERS.

STATE NORMAL COLLEGE, NASHVILLE.

This is a college rather for the State than of the State, the legislature doing thus far nothing toward its support and the Peabody fund furnishing most of the means. The remainder comes from the University of Nashville, which gives the use of its buildings, grounds, and library.

The second scholastic year of the institution is reported to have been eminently successful, the standard of scholarship having been raised, the teaching force increased, a body of 92 students gathered, and a respectable first class graduated, numbering 8, who all engaged in teaching.

In order to diffuse as widely as possible the advantages of the school and encourage pupils to prepare in it for teaching, tuition has been made entirely free, the only charge being one of $3 a year to defray a part of the incidental expenses. Many of the text books required are also loaned to students. The hope is held out that, through extra appropriations from the trustees of the Peabody fund, there will be in another year considerable chemical and philosophical apparatus, and several scholarships for the benefit of other States not yet in a condition to do much toward training teachers.—(Report of president for 1876–'77.)

OTHER NORMAL TRAINING.

The Freedmen's Normal Institute, Maryville, reports 40 normal students for 1877; the Le Moyne Normal School, Memphis, 165; the normal department of Central Tennessee College, 72; that of Fisk University, 299; that of Maryville College, 15; and the McNairy County Normal Institute, a department of Purdy College, 14; in all, 605. The first 4 are largely, if not wholly, for colored students, and report for the year 27 graduates, of whom 24 engaged in teaching. The course at the Maryville Institute is of 3 years; at the Le Moyne School, 4; at Central Tennessee College, 2; at Fisk University, 5 for the lower and 7 for the higher normal; at the McNairy County Institute, 3. At Maryville College it is a sort of parallel course with the others pursued.—(Returns and catalogues.)

TEACHERS' INSTITUTES.

A teachers' institute was held in each of the ten congressional districts of the State with encouraging success. The State superintendent was present and presided at all but one; a majority of the county superintendents attended, and there was at each meeting an average of about fifty teachers present. Many of the ablest and most skilful teachers and lecturers in the State participated actively in the discussions. Wherever the meetings were held the people hospitably entertained the teachers. They also attended and showed an interest in the exercises. There is but one sentiment as to the value of these meetings in arousing the teachers to the importance of their work, in stimulating inquiry and exertion, in enlarging their views, and in awakening their professional zeal and pride.

There being no appropriation to sustain institutes, the balance left of $600 given by Dr. Sears, agent of the Peabody education fund, in 1876, was used to pay the travelling expenses of lecturers.

The State Teachers' Institute (colored) held about fifteen normal institutes in different parts of the State for the benefit of colored teachers. The professors of Fisk University, of the Central Tennessee College, and of the Nashville Normal Institute assisted Professor Spence, the president, in organizing and instructing these institutes, and upon the recommendation of the State superintendent $200 were appropriated from the Peabody fund to pay the expenses of the managers and instructors.—(State report for 1876–'77.)

DEPARTMENTS OF EDUCATIONAL JOURNALS.

The Tennessee School Journal, which began and ended in 1874, has had no successor devoted to the interests of education in the State. But there have been educational departments, first, in the American Journal of Education, published at St. Louis, and more recently in the Eclectic Teacher, published since July, 1876, at Carlisle, Kentucky.

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

The 171 consolidated schools reported, with the high schools in a few county towns and in the five or six chief cities of the State, represent all that we at present know of secondary instruction under the free school system, as the State report does not indicate either the number of public high schools or of instructors and pupils in them. In the list of schools aided by the Peabody fund 8 high schools appear. Neither printed report nor written return from Knoxville, whose schools were among those aided from that fund, indicates the existence there of any school with such a designation, but the course presented shows that high school studies are prosecuted to a very considerable extent in the grammar grades, reaching to Cicero's Orations in Latin, to Xenophon's Memorabilia in Greek, and including geometry, trigonometry, and Anglo-Saxon, with a fair range of English literature. At Memphis the high school is reported to have 4 rooms with 240 sittings, and to be divided into male and female departments, but the number of teachers and pupils is not given. Nashville reports 1 room for recitation and study and 4 for recitation only, with 5 teachers, 227 scholars, and an average attendance of 188.—(Reports and returns.)

OTHER SECONDARY SCHOOLS.

For statistics of business colleges and private academies, of a preparatory school, and of preparatory departments of colleges and universities, see Tables IV, VI, VII, and IX of the appendix following, and the summaries of these in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

For statistics under this head, see Table IX of the appendix, and a summary of this in the Report of the Commissioner preceding.

The following 2 colleges, however, do not send written returns for 1877, and their statistics therefore are not in the table referred to: *Burritt College*, Spencer, and *Mary Sharp College*, Winchester. The printed catalogues for 1876–'77 show an attendance of 109 students in the first and 105 in the second.

The departments and courses of instruction in all the colleges, so far as appears, are the same as reported in 1876. In about half of the colleges in the State both sexes are admitted, and in at least 7 cases we find these colleges beginning the preparation of their students with primary departments.

Neophogen College ceased to exist at the close of 1877.

COLLEGES FOR WOMEN.

For statistics under this head, see Table VIII of the appendix, and a summary of it in the Report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The Tennessee Agricultural College, a department of East Tennessee University, at Knoxville, has courses of instruction in agriculture and in mechanic arts, each of which covers 4 years. During the sophomore and freshman years the two courses are nearly identical, the more special and technical studies being placed in the latter years of the collegiate term. There are 275 State scholarships provided; and, as before mentioned, the president is looking up students to fill them. The whole number attending the university in 1877 was 92. The proportion of these engaged in scientific study does not appear.—(Catalogue and return, 1877.)

Scientific departments are also connected with Vanderbilt University, the University of the South, Greeneville and Tusculum College, and Central Tennessee College.

THEOLOGICAL.

The theological departments of *Cumberland University*, Lebanon (Cumberland Presbyterian), *Central Tennessee College*, Nashville (Methodist Episcopal), *Fisk University*, Nashville (Congregational), and *Vanderbilt University*, Nashville (Methodist Episcopal Church South), report courses of 3 years each, except the first, which has only 2. In this, however, there seems to be a starting from a higher point than in the others, candidates being examined as to the possession of a good English education and some acquaintance with the Greek New Testament. None appears to require a collegiate training or any approach to an equivalent for this, though Vanderbilt has a course designed for classical students as well as one wholly English. That at Central Tennessee College, mainly for colored students, is English throughout; and at Fisk University, which trains the same class, the theological course appears from both catalogue and return to consist of the simple addition of biblical instruction to the other studies for young men who are looking forward to the ministry. In these 4 schools there are reported 138 students in theology under 17 instructors.—(Reports and returns.)

The *University of the South*, Sewanee (Protestant Episcopal), organized in 1877 a school of theology, with 2 professors, but without indication of the length of course or of the precise character of the requirements for entrance on it. The catalogue for the autumn of that year shows 4 students in this school.

LEGAL.

Law schools exist in connection with *Cumberland* and *Vanderbilt Universities*, the course in each covering one year. In neither case is any special literary qualification for entrance or any previous reading of law required. Students in the Cumberland school, 51, under 2 professors; in the Vanderbilt school, 26, under 3 instructors.—(Reports and returns.)

MEDICAL.

In addition to the *Medical Department of the University of Nashville* and the *Medical Department of Vanderbilt University*, mentioned in the report for 1876, there are in the same city now the *Nashville Medical College*, founded in 1877, and also, in union with Central Tennessee College, a *Meharry Medical Department*, which was opened in October, 1876, and graduated 1 student at the close of its first session. A class of 18 entered in October, 1877. The school, established by Messrs. Samuel and Hugh Meharry, of Indiana, has been continued through their liberality, and is designed to educate young colored men for medical practice among the members of their race. As with the others, there is no note of any preliminary examination; 2 years of study, with attendance on 2 courses of lectures, a satisfactory written examination, an acceptable original thesis, and full age form the requisites for graduation. A preliminary year of study is required at Vanderbilt.—(Catalogues and circulars.)

The *Tennessee College of Pharmacy*, at Nashville, reports for 1876–'77 a 2 years' course, 6 instructors, 12 students, of whom 2 had received a degree in letters or science, and 2 graduates.—(Return.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Tennessee Deaf and Dumb School, at Knoxville, had 100 pupils under instruction in 1877, of whom 52 were males. They are taught the common school branches; also shoemaking, and, to a limited extent, agriculture. Tuition and board are free to those who are unable to pay. The State appropriation for the year was $24,000, and no income is reported from any other source.—(Return.)

EDUCATION OF THE BLIND.

The Tennessee School for the Blind, at Nashville, reports 10 instructors and 5 employés, with 62 pupils, who were taught the common English branches, music, and Latin, besides broom making, cane seating, sewing, fancy work, and telegraphy. The institution has a library of 1,006 volumes, and grounds, buildings, and apparatus valued at $90,000. No receipts are reported for this year except the State appropriation of $17,000.—(Return.)

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The State Teachers' Association held its annual meeting at the close of January, 1877, at Nashville. Several able papers were read and much discussion had with reference to amendments to the school law. A committee appointed by the association submitted a memorial to the general assembly embodying certain amendments, the most important of which was the organization of a central county board of education by the different boards of directors, for the purpose of unifying the work in counties and securing a broader, more responsible, and more intelligent administration of the public schools. The bill accompanying the memorial was favorably reported by the chairman of the committee on education in the house, but it did not reach its third reading in that body.—(State report for 1876-'77.)

OBITUARY RECORD.

PROFESSOR PAUL F. EVE, M. D.

Professor Eve, eminent as a surgical instructor, was born near Augusta, Ga., June 27, 1806. His subsequent history may be almost written in his titles: Bachelor of arts of Franklin College, Georgia, 1826; doctor of medicine of the University of Pennsylvania, 1828; bearer of the Golden Cross of Honor for meritorious services in Poland, 1831; professor of surgery in the Medical College of Georgia, 1832-1849; in the University of Louisville, 1850; in the University of Nashville, 1851-1868; in the Missouri Medical College at St. Louis, 1868-'69; professor of operative and clinical surgery in the medical departments of Nashville and Vanderbilt Universities, 1870-1876; Centennial representative of surgery at the Medical Congress of Nations at Philadelphia, 1876; and finally professor of surgery in the new Nashville Medical College, 1877, on November 3 of which year he died. It may easily be inferred that one who filled so many posts of influence, who was offered others almost as numerous as those he filled, and who crowded every lecture hall he occupied with eager and appreciative students, was a man of much more than common mark. And such he certainly was; his noble presence instantly arrested the attention which his intense enthusiasm, his large stores of knowledge, and great operative skill subsequently kept intently fixed. Studying after his graduation at Philadelphia in the best schools of France and on the battle fields and hospital floors of Europe, he came back so well prepared to teach that even in the then sparse population of the South his classes rose in the first year from 28 to 195. Succeeding at Louisville the great physician Dr. Samuel D. Gross, he so electrified his audiences there as to draw forth from trustees, faculty, and students a unanimous request that he should stay, when regard for his wife's failing health had induced him to turn his face southward again. Entering at Nashville on what seemed a comparatively small field, his class fast grew from 136 to 454, fairly rivalling the great schools of New York and Philadelphia. And so throughout, as speaker, writer, and operative surgeon, he stood ever far ahead of ordinary men, one of the born leaders of his kind, few equalling him and fewer still excelling him in any field on which he entered. His death was like his life, remarkable. Exhausted with labor and suffering probably from heart disease, his sympathies were strongly exercised for a poor laborer crushed by a railway train, and rising early in the morning to see if he could afford relief, he stopped on his way home to see a patient operated on the day before. The exertion proved too great for his weakened system, and at the threshold of the hotel where this latter patient was sojourning, he sank fainting with weakness and quickly died before her eyes.—(Transactions of the Medical Society of Tennessee.)

CHIEF STATE SCHOOL OFFICER.

Hon. LEON. TROUSDALE, *State superintendent of public schools, Nashville.*

[Term, 1877-1879.]

TEXAS.

STATISTICAL SUMMARY.

	1875.	1877.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-18 in 1875, 8-14 in 1877).	210,922	127,085	....	....
Reported enrolment in free schools	124,567	109,052	....	15,515
Reported average attendance	84,415	....	....	....
SCHOOLS AND SCHOOL-HOUSES.				
Public schools reported	2,924	3,313	389	....
Average time of these in days	78	66	....	12
Monthly cost of each pupil enrolled	$1 43	$1 66	$0 23	....
Monthly cost of each in attendance	1 95	....	....	....
New school-houses built..................	158	140	....	18
Valuation of these......................	$43,339	....	....	....
TEACHERS AND THEIR PAY.				
Teachers employed	3,100	....	....	....
Average monthly pay	$53	....	....	....
EXPENDITURE FOR FREE SCHOOLS.				
Whole reported expenditure	$726,236	$496,083	....	$230,153

(Reports of Hon. O. N. Hollingsworth, State superintendent of public instruction, for 1875, and from the same, now secretary of the State board of education, for 1877.)

NOTES ON THE STATISTICS.—The counties reporting for 1875 were 97; for 1877 there were 110. The figures for the former year differ much from those given by Governor Coke in his message to the legislature at the beginning of 1875, which were 313,061 for scholastic population, 161,670 for enrolment in public schools, $1.56 for the monthly cost of each pupil, and $1,008,821 for total expenditure upon the schools. An estimate for the whole State, covering the school year 1874-'75 (p. 6 of the superintendent's report), gives 184,705 as the enrolment, 125,224 as the average attendance, 3,898 as the number of schools, and 4,030 as the number of teachers.

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State board of education*, composed of the governor, comptroller, and secretary of State, since August 19, 1876, has had general charge of the interests of public schools. It distributes the available annual school fund to the counties, on the basis of scholastic population; counsels county school officers from time to time, through circular letters, as to practical details of duty; is to have the school laws printed in form for distribution after each legislative session that has acted on them, and is to make report of the public schools in various specified particulars at each biennial session of the legislature and at each special session authorized by executive proclamation to legislate on matters relating to the schools.

A *secretary of the board*, appointed by it, acts as its executive officer at Austin, and performs such duties as the board may require.

LOCAL.

The *county judge* in each county acts in some slight sense as a superintendent of school affairs for the county, by examining applications for the establishment of school communities[1] within it, sanctioning such as he is satisfied are made in good faith, and appointing for them the legally required school officers.

Three *school trustees*, thus appointed, are to provide school-houses, engage teachers, and see that the schools for which they act are conducted in accordance with the provisions and limitations of the law.

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[1] These school communities are voluntary organizations of parents, guardians, and next friends of children to be educated, associated for the purpose of securing for their neighborhood a share of the distributable State school fund proportioned in amount to the number of the children they may wish to educate. They answer somewhat to districts elsewhere.

A *board of examiners* for each county consists of 3 well educated persons, also appointed by the county judge. It is to examine every person proposing to teach in the public free schools, and to report the result to the judge, without a certificate from whom no one may be engaged to teach a public school within the county.—(School law of 1876.)

ELEMENTARY INSTRUCTION.

EXPLANATORY.

Under the school law of 1876 only biennial reports are made by the board of education of this State, and none having been presented in 1877, very little information respecting the public schools can be given. A letter from Hon. O. N. Hollingsworth, secretary of the board of education, expresses regret at his inability to furnish a full statement as to the condition and progress of public free schools. In the absence of a printed report, he kindly forwards such printed matter touching the educational interests of the State as has been furnished the local press. From this some information has been gleaned regarding the system of education in certain of the cities, as well as a few facts relating to the general system, including remarks upon the school law by Secretary Hollingsworth himself.

THE SCHOOL LAW.

Secretary Hollingsworth considers the present school law, passed in 1876, the best the State has ever had. The distinguishing features which he thinks commend it to popular esteem and render it acceptable to sparsely settled neighborhoods are: (1) Community organization, determined, not by geographical limits, but simply by individual membership; no such feature is found in the school laws of the other States. (2) Trustees have the authority to permit the teacher whom they employ to receive pupils not of the scholastic age at such rates of tuition as may be agreed upon between the parties interested, thus happily blending with mutual advantage the two systems, private and public.

Another thing which, in the opinion of the superintendent, renders the school law popular, is that no special school tax, as such, is assessed. School revenues come from interest on the permanent school fund, a poll tax, and one-fourth of the general revenue. In addition to these general or State resources, there are local or county additions, such as fines collected for violation of the local option law, funds collected as dog tax, and interest from the proceeds of the sale of county school lands.

The objection that the efficiency of the system is weakened by the liberty allowed in the organization of school communities holds good, it is acknowledged, in the villages, towns, and densely populated rural districts; but, on the other hand, it is said that if the law established a minimum registration of pupils as a prerequisite to organization, many children would be denied the privileges guaranteed by the school law. Under the law as it is, a few neighbors, representing perhaps not more than two or three pupils of scholastic age and as many more who are not within that age, may, if they see proper, organize a school community; trustees are appointed, a teacher is employed, and the children are taught. This has been done in many cases.

Secretary Hollingsworth defines a public school under the law as follows:

"1. A school that is organized in the manner prescribed by section 29 of the school law.

"2. A school that recognizes the legal authority of public officials.

"3. A school taught by a teacher holding a certificate of competency.

"4. A school taught in compliance with a written contract lawfully made between the teacher and the legally appointed trustees.

"5. A school from which none who desired to participate in its benefits were excluded in its organization.

"6. A school the teacher in charge of which demands no extra tuition from parents or trustees for the instruction of children of scholastic age studying only such branches as are prescribed by law. A public school is absolutely free to all pupils members of the organized community of the scholastic age, when their studies are confined to the branches prescribed by law. A teacher that proposes to merely credit parents of such children with the sum paid by the trustees out of public school fund, and to hold parents responsible on individual accounts for any extra amount, is not a teacher according to the school law, and is not entitled to one dollar of the public school fund. Parents may, as a voluntary act, contribute of their private funds to the support of a teacher in a public school, but no school organization can legally receive the benefit of the public school fund when it is either expressed or privately understood that the teacher is to be paid full private rates of tuition and that it is expected of every one who sends to the school to comply with such terms.

"7. A school wherein the teacher uses the English language as the common medium of imparting instruction.

"8. A school non-sectarian in matters of religion."

CITY SCHOOL SYSTEMS.

OFFICERS.

No general law determines the number of members or the organization of boards of education for cities. The arrangement of these matters is left to the several city governments.

STATISTICS.

	Population.	Children of school age.	Enrolment.	Average attendance.	Teachers.	Expenditure.
Brenham	[a]4, 000	[b]420	618	319	10	....
Houston	[a]27,000	2, 890	1, 583	1, 319	25	$12, 643
San Antonio	12, 256	....	[c]793	649	....	....

[a] Estimated.

[b] Between 8 and 14, the legal school age; between 6 and 18 the number is 790.

[c] Average enrolment.

ADDITIONAL PARTICULARS.

Brenham.—The public schools here comprise primary, grammar, and high departments, each being divided into 3 grades of a year each. In order to make transition easier for the brighter pupils, the lower grades are divided into two classes, each representing half a year's work. The schools were in session in 1876-'77 ten months. Organized recently as an experiment, they have succeeded so well as to disarm all opposition, and are now the pride of the city.—(City report and letter.)

Houston.—Since the city took charge of the public schools there has been a steady increase of pupils, and the public school system is pronounced a success.—(Report of board of trustees.)

San Antonio.—The year 1876-'77 was marked by prosperity in most of the classes. There was an average attendance of 81.85 per cent. on the average number of pupils enrolled. Teachers' meetings were held by the supervising principal twice a month, and the improvement resulting in the quality of the teaching is reported to have been very perceptible at subsequent examinations of the pupils; but since the school board did not make attendance obligatory, all was not accomplished that was desired.—(Report.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

No State normal school appears to have been yet established, but the catalogue of the Mansfield Male and Female College contains a notice of "a normal school for training teachers." The students in this are taught at present with the regular classes, but as soon as a sufficient number desire it a separate class is promised. No special course is indicated. Essentially the same kind of normal school appears also at Waco University, Waco. A normal institute exists at Austin, under the care of the American Missionary Association, with 146 pupils, probably colored.

INSTITUTES.

There is no present provision in the school law for the holding of teachers' institutes.

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

Of public high schools, as such, there is no specific information for 1877, beyond the fact that a school of this class, established in 1875-'76, crowned the school system of the city of Brenham. The course of 3 years includes Virgil and Cicero in Latin, and the Anabasis, Crito, and Iliad, in Greek, with a good selection of English studies, and instruction in German throughout. Under the school laws of this State for some years past private academies, on receiving and teaching such pupils as required secondary training, have been allowed compensation out of the public school fund. Probably many schools of this kind—half private, half public—exist in the State.

OTHER SECONDARY SCHOOLS.

For statistics of a business college, private academic schools, preparatory schools, and preparatory departments of colleges and universities, see Tables IV, VI, VII, and IX of the appendix following, and the summaries of these in the Report of the Commissioner preceding. It may be mentioned here, however, that a commercial school exists in the Southwestern University, Georgetown, the course in which covers 1 year; students, 28, under 1 instructor. A kindred school in Trinity University, Tehuacana, enrolled 24 pupils under 1 instructor. A commercial school is among the 8 planned for the State Agricultural College.—(Catalogues.)

SUPERIOR INSTRUCTION.

COLLEGES.

For statistics of universities and colleges, see Table IX of the appendix, and a summary of the same in the Report of the Commissioner preceding.

Except at Waco University, where there has been some extension of the curriculum, there appear to have been no changes made in the courses of study or plans of instruction of these colleges since 1876, when they were given for each institution in detail. Information reaches this Bureau, though not from an official source, that the State in 1877 purchased lands and buildings near Hempstead, Waller County, with a view to the establishment of an institution for colored youth which may afford them advantages for collegiate and scientific training.

COLLEGES FOR WOMEN.

For statistics of this class of schools, see Table VIII of the appendix following, and a summary of this in the Report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The State Agricultural and Mechanical College, at College Station, Brazos County, established in 1876, began with 6 students, a number which in the second year rose to 250, while it had accommodations for only 160. Embarrassment and a considerable falling off was the result. New buildings now make the accommodation sufficient for 250, and it is announced that no more than that number will be received until the State shall enlarge every department. Eight departments have been planned, answering to the customary "schools" of southern colleges; but the want of adequate preparation for advanced studies on the part of applicants has thus far limited operations to the academic or preparatory training. When the needful material shall have been furnished, every department contemplated in the organization will be equipped and the real work of the college will begin.—(Catalogue for 1877–'78.)

THEOLOGICAL.

A department of theology connected with *Baylor University*, at Independence (Baptist), has a 3 years' course of study, and reports 6 students for 1877.

A school of theology, with 3 professors and a 3 years' course, was announced to be opened by *Southwestern University*, Georgetown (Methodist Episcopal Church South), in the autumn of that year, the requirements for admission to be proficiency in the schools of English, mathematics, Latin, and Greek through the junior year.—(Catalogue for 1876–'77.)

LEGAL.

A professor of law appears in the list of the faculty of *Baylor University*, Independence, but there is no indication in its circular for 1877 of the number of students under his instruction or of the character or length of the legal course.

Trinity University, Tehuacana, has a law school, with 2 professors, and a course of 10 months, which reports 9 students for the autumn of 1877.

MEDICAL.

No report for the year 1877 has been received from the Texas Medical College and Hospital, Galveston.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Texas Institution for the Education of the Deaf and Dumb reports for 1877 a corps of 4 teachers and an attendance of 56 pupils, making 148 since the foundation of the school. The studies taught are the ordinary branches of a plain English education, spelling, reading, writing, arithmetic, grammar, geography, history, the Bible, and morality. There is a printing office in which 6 of the boys were employed; others were engaged in farm and garden work. Except these, no industrial occupations for the boys are yet provided. The girls are taught the ordinary duties of housekeeping and needle and fancy work, to which it is hoped that drawing and painting may be added. There are 300 volumes in the library.—(Catalogue, special return for 1877, and letter from the superintendent.)

EDUCATION OF THE BLIND.

The Texas Institution of Learning for the Blind, at Austin, gave instruction during the year 1876–'77 to 65 pupils, 28 males and 37 females, in reading, raised print; orthography, raised print; writing, by the New York point or dot system; arithmetic; geography; English grammar; rhetoric; etymology; algebra; natural philosophy; history and music; besides broom, pillow, and mattress making, and beadwork, sewing, cutting, &c. The study of telegraphy, previously pursued, was not continued in 1876–'77, but a return appears to indicate that it has been revived.—(Report of the trustees, 1876–'77.)

CHIEF STATE SCHOOL OFFICERS.

STATE BOARD OF EDUCATION.

His Excellency RICHARD B. HUBBARD, *president, Austin.*
Hon. O. N. HOLLINGSWORTH, *secretary and executive officer, Austin.*

VERMONT.

STATISTICAL SUMMARY.

	1875–'76.	1876–'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5–20)	92,577	92,425	....	152
Of this age in public schools	69,013	69,708	695	....
Total enrolled in public schools	71,325	73,353	2,028	....
Average daily attendance	39,474	45,318	*a*5,844	....
In private and church schools	6,175	6,183	8	....
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts	2,371	2,373	2	....
Number of fractional districts	206	397	191	....
Common schools	2,519	2,545	26	....
Average time of school in days	120.9	122	1.1	....
TEACHERS AND THEIR PAY.				
Men employed in public schools	671	720	49	....
Women so employed	3,688	3,608	....	80
Average monthly pay of men	$37 24	$34 44	....	$2 80
Average monthly pay of women	22 48	21 60	....	88
INCOME AND EXPENDITURE.				
Whole receipts for public schools	$480,158	$548,253	$68,095	....
Whole reported expenditure	565,044	537,153	....	$27,891
SCHOOL FUND.				
Whole available school fund *b*	$669,087	$669,087	....	....

a This number is quite possibly somewhat too high, as the figure for 1876 was based on returns which were not complete.

b Exclusive of school lands (value not estimated), which produce about $14,000 a year.

(Report of Hon. Edward Conant, State superintendent of education, for 1875–'76, with report and return from the same for 1876–'77. The items of income and expenditure for 1876–'77 are from the return.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State superintendent of education*, elected by the joint assembly at each biennial session of the legislature, has general charge of the interests of public school training in the State. He is to give his whole time to the promotion of these interests, to hold institutes in counties where the teachers request it, and to require at his discretion returns from incorporated academies and grammar schools; at each biennial session of the legislature he must make report of his official acts and of the condition of the schools.

LOCAL.

An *examining board for each county* is chosen, since 1876, at each annual meeting of the town superintendents of the county, and is to consist of one of these superintendents with 2 practical teachers. To candidates for county license this board is authorized to grant certificates valid for 5 years when these candidates pass successfully a written examination extending to not less than 6 subjects and embracing the subjects required by law to be taught in the common schools, with drawing and methods of teaching.

A *town superintendent of common schools*[1] is elected by the people of each town at their annual March meeting to visit and supervise the public schools within it. A law of 1874, as amended, makes it a duty of the town superintendents in each county to meet annually on the first Tuesday of April to agree on a set of questions to be used in the county in the written examinations of teachers and to fix a standard to be reached in these examinations for the ensuing year.

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[1] Since the creation of the county examining boards, an agitation for the abolition of the town superintendency has begun, which may do away with the office before this report is printed.

Town school directors, 3 or 6 in number, are chosen by the people in towns that have abolished the district system, at first for terms of 1, 2, and 3 years, subsequently for terms of 3 years each, one-third going out annually. They have the care and custody of the school property of the town and the customary duties of school boards, with authority to establish graded schools and provide for the instruction of pupils in the sciences and higher branches of education.

School district officers are a moderator to preside in the meetings, a clerk, a collector of taxes, a treasurer, one or three auditors, and a prudential committee of one or three legal voters for care of the schools, all elected at the annual school meeting in March and holding till their successors are chosen. A law of 1876, however, allows districts to choose prudential committees of 3, with a view to a three years' term, one to be changed yearly. Union or graded districts may have 3, 6, or 9, with annual change of one-third.—(Compiled school laws, 1875, and laws of 1876.)

ELEMENTARY INSTRUCTION.

A CORRECTION.

In the Report of the Commissioner of Education for 1875 it was stated on the authority of Dr. Franklin B. Hough's pamphlet, entitled "Constitutional provisions in regard to education in the several States of the American Union," that the very imperfect form of constitution adopted in 1777 was "without provision for educational institutions." Superintendent Conant has since shown that this statement is erroneous, and that, as given in Slade's Vermont State Papers, the instrument expressly said: "A school or schools shall be established in each town, by the legislature, for the convenient instruction of youth, with such salaries to the masters, paid by each town, * * * * [as] to enable them to instruct youth at low prices." It was also further said: "One grammar school in each county and one university in this State ought to be established by direction of the general assembly." The correction came too late for insertion in the Report for 1876, but it is now made with pleasure, showing, as it does, that Vermont stood no whit behind her sister States in respect to the early expression of a judgment in favor of the three chief forms of education.

GENERAL CONDITION.

The summary of statistics previously given shows that, notwithstanding many adverse circumstances, there has been considerable educational advance. The number of schools in 1877 was 26 greater than in 1876, the average time of session longer, the enrolment larger by 2,028, with an average attendance considerably increased; this, too, when the school population, instead of increasing, had fallen off 152. The increase in the number of male teachers also is encouraging, and is considerably larger in proportion to the whole number than is the decrease of female teachers which has to be set against it. The diminution in the wages of both men and women teachers is common to most of the States this year, and with a decrease in the item of building and repairs sufficiently accounts for the falling off in the expenditures for public schools. There is reason to believe that, although teachers' wages have been lower, the teaching has generally been of better quality, through the influence of the county institutes held.

INTRODUCTION OF DRAWING.

By a law of November 28, 1876, free hand drawing was added to the required studies of the public schools. No note is made in the report of the extent to which this requirement has been carried out, nor is it said whether any system for the State, meant to reach all the schools and facilitate the introduction of this study, has been agreed upon. Of course, without some such system there must be difficulty in giving effect to the law.

GRADED SCHOOLS AND GRADED SCHOOL DISTRICTS.

Another law of the same date defines a graded school in Vermont to be "any school in this State maintained by a town or by a school district for not less than 30 weeks each year, and consisting of 4 or more departments, taught by 4 or more teachers, having an established course of study, and having all the departments under the oversight or control of one principal teacher." Any school district supporting such a school is declared to be a graded school district and to be entitled to any and all privileges granted by law to such districts. With a view to better gradation of the schools and to the unification of their work, a well arranged course of study, reaching through 8 classes and covering 10 years, is given by Superintendent Conant in his report and has been sent out with the registers to all the schools. The general adoption of such a course could hardly fail to be improving, as united and harmonized effort is always more effective than that which is independent and irregular. Twenty-one graded school systems in as many districts existed in 1876–'77, eight of them having the public school associated with an academy or county grammar school, which receives their advanced scholars, according to a permission given in the school law. There was an average of 6⅔ grades each in these schools, the teachers numbered 150, the reported pupils 7,060, three districts not reporting their pupils. At least 4 appear to have high school courses.

CITY SCHOOL SYSTEMS.

OFFICERS.

In Burlington there is a board of school commissioners composed of one member from each ward, with the city superintendent of schools as president; in Rutland, a board of trustees, also consisting of a member from each ward, a member of the board being the acting president.

STATISTICS.

City.	Population.	Children of school age.	Enrolment.	Average attendance.	Teachers.	Expenditure.
Burlington	18,000	3,207	1,046	808	36	$19,768
Rutland	10,000	2,206	825	507	16	9,708

NOTES ON THE STATISTICS.—The figures for population and children of school age possibly include a larger territory than is covered by the school reports. The information as to Burlington is derived from a district report; that from Rutland, from a return to this Bureau.

ADDITIONAL PARTICULARS.

Burlington reports in all 11 day schools, of which 2 were ungraded, 4 primary, 3 intermediate, 1 grammar, and 1 high. There were also 3 evening schools, among which for the first time appears a mechanical drawing school. Such a school had been long desired by the superintendent and school board, but until the autumn of 1877 they did not see their way clear to the establishment of it; then the offer of two city officers and of a professor in the University of Vermont to give 3 evenings weekly to the school if the city would fit up rooms for it led to immediate action. The school enrolled 34 pupils, about half of them young men from the workshops of the city, the remainder from the public schools, and up to the close of the year was in successful operation. The average attendance in the day schools was much affected by an epidemic of diphtheria, which led many alarmed parents to keep their children home.—(Report of Superintendent Charles J. Alger for 1877.)

At *Rutland* the graded school district, which does not seem to include the whole place, had in it 1 high, 1 grammar, 1 intermediate, 4 secondary, and 5 primary schools. Teachers here are required to prepare themselves thoroughly each day in the studies to be pursued in their respective classes, and to avoid corporal punishment if possible.—(Report for 1876–'77.)

In both Burlington and Rutland there are several private and church schools, and in each there is an academic school for boys.

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

Reports and returns from the 3 State normal schools show at Castleton, for 1876–'77, 5 instructors, 69 students, 9 graduates from the first course and 4 from the second; at Johnson, 11 instructors, 120 normal students, 16 graduates from the first course and 4 from the second; at Randolph, 8 instructors, and 230 normal students in 1877, with 51 graduates from the first and 12 from the second course; totals, 24 instructors, 419 normal pupils, 76 minor and 20 higher graduates.

The first course in all these schools includes the studies required by law to be pursued in the common schools, and can be completed in one year. The second includes the same branches, but adds another year of higher studies. Certificates of graduation from the lower course have the effect of a 5 years' license to teach in the common schools of the State; certificates in the higher course, the effect of a 10 years' license.—(Law of November 24, 1874.)

BENNINGTON TRAINING SCHOOL.

An act approved November 28, 1876, gave any graded school organized in accordance with a special act of the legislature and situated in a county in which there is no State normal school authority to establish in connection with such graded school a training school department for the preparation of teachers. In accordance with the provisions of that act a training department was organized in connection with the graded school at Bennington in February, 1877. Ten pupils were admitted who had finished the course of study in the grammar department, and instruction entirely of a professional character was given them to fit them for their future work. Hereafter, it is proposed to take only the graduates of the high school into the normal class.—(State report.)

TEACHERS' INSTITUTES.

The law of 1874 requires the State superintendent to hold institutes in the counties on the written application of a certain number of teachers. Fourteen such institutes, 1 for each county in the State, were held, the number of teachers attending ranging from 23 to 95, and the total of such attendance reaching 819. In conducting these temporary training schools the superintendent was aided by the principals of the State normal schools and many others. The two purposes of such meetings, to instruct and inspire the teachers and to awaken an interest in education among the people, appear to have been effected.

At Burlington, a teachers' meeting having the character of a city institute was held during the school session every second week, with great apparent benefit.

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

As in many other States, no specific information is given as to the number of this class of schools, or of the instructors or pupils in them. By the constitution of 1793, as by the "frame of government" in 1777, a grammar school for each county, substantially answering to a county high school, was contemplated; but, if such schools were established, not more than 3 or 4 would seem to have survived. Towns and graded or union school districts under later laws are allowed to establish high schools, but the reports from towns published with the State report only give the whole number of common schools, without distinguishing the high schools. For 1876 the graded school districts reporting numbered 33, and of these 20 had students in preparation for college, presumably in high schools. In 1876–'77 only 21 such districts made report, 14 having students preparing for college, indicating at least that number of high schools. These students numbered 137, and the graduates from the college preparatory classes of 4 schools were 20 for that year.

Speaking of high schools, the superintendent says: "Our common schools are weak because we do not everywhere provide for (in connection with them and as a necessary part of our school system) a higher grade of schools. * * * Our best primary schools are found in connection with higher schools. * * * A public high school exerts a strong influence upon the common schools beyond those immediately associated with it. It is a powerful educator of the people, not only through class room work with the youth attending it, but through its buildings and grounds and their appurtenances, and most of all through the character of its instructors. It is a centre of activity where educational problems are studied, where methods are examined and tried. It furnishes models for school work, and at once teaches methods to the young and justifies them to the old. Is the question, How can we secure better instruction and better discipline in the common schools? or, How can we secure the introduction to them of new branches of study? or, How can we elevate teaching to the rank of a profession? or, How can we raise the standard of our normal schools and increase the attendance in them? or, How can we help forward the founding of the proper number of academies? or, How can we fill our colleges with better prepared students? An answer ready, and true as far as it goes, is, by multiplying good free high schools."—(State report.)

OTHER SECONDARY SCHOOLS.

The academies reporting to the State superintendent in 1876–'77 numbered 20, besides 5 with which the schools of graded districts are associated, and which are not included in the academy list. In the 20 given there were, for the year, 109 teachers and 2,498 different students, of whom 327 were preparing for college and 60 were graduated from a preparatory college course.

For statistics of private academic schools, preparatory schools, and preparatory or academic department of a college, see Tables VI, VII, and IX of the appendix following, and the summaries of these in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

The colleges and universities for young men (one of them admitting young women also) are the *University of Vermont*, at Burlington; *Middlebury College*, Middlebury, a

Congregational institution; and *Norwich University*, a scientific and military college, mainly under Protestant Episcopal influences, at Northfield. In these three, the first of which is open to both sexes, 171 collegiate students were reported for 1877, under 26 instructors, not including the scientific department of the State university, to be noticed presently. The courses in the three appear to be the same as stated in the Report of the Commissioner of Education for 1876, except that at Norwich University an academic and business course of 3 years seems to have been substituted for the special course in philosophy then noted.—(Catalogues and returns.)

COLLEGE FOR WOMEN.

The Vermont Methodist Seminary and Female College at Montpelier, authorized to confer collegiate degrees, reports for 1877 a total of 56 students in its regular collegiate classes, besides 45 in special or partial courses, and 1 graduate student.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The State Agricultural College, a department of the University of Vermont, affords 4 courses of scientific study, namely, (1) agriculture and related branches, (2) theoretical and applied chemistry, (3) civil engineering, and (4) metallurgy and mining engineering. There is also a literary-scientific course which coincides substantially with the regular academic course of the university, save that Greek is omitted and its place supplied by substitutions from the department of science. The degrees conferred are bachelor of philosophy, civil engineer, and mining engineer. Number of students in regular courses, 15; in partial courses, 4.—(Catalogue and return.)

MEDICAL.

The Medical Department of the University of Vermont is, so far as known, the only professional school in the State. It has the usual 3 years' course, including 1 year of preparatory study and 2 of attendance upon its instructions, or 1 on those of some other regular medical school and a concluding one within its halls. No preliminary examination for admission is indicated, beyond the inquiry necessary to settle this point. Professors and instructors in 1877, resident, 6; non-resident, 12; students, 92, of whom only 4 had received a degree in letters or science.—(Catalogue and return.)

SPECIAL INSTRUCTION.

INSTRUCTION OF THE DEAF AND DUMB AND THE BLIND.

Vermont, having no institution of her own for the reception of these classes of pupils, provides for the instruction elsewhere of such of them as need her aid.

REFORMATORY TRAINING.

The Vermont Reform School, Vergennes, which had 129 children under its care during the years 1875 and 1876, with 116 remaining in the latter year, sends no account of itself for 1877, as its reports are only presented biennially. Both boys and girls under 16 are received, and are taught reading, spelling, writing, geography, arithmetic, and history, with such employments as housework, sewing, seating chairs, and making chair frames.—(Report of 1876.)

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The twenty-seventh annual meeting of the Vermont Teachers' Association was held in Bennington, February 1-2, 1877.

Following the address of welcome by Prof. I. W. Dunham, was a discussion of "The relation of the public school to the college," and then a paper on "Class room methods," by Rev. R. M. Luther, of Bennington. A discussion of the question of "School supervision," led by Mr. Richardson, of Barre Academy, and Mr. Dana, of the Rutland High School, served to strengthen the opinion that the system of school supervision in the State is in some respects very defective. An address on "Success in life," by Rev. M. E. Cady, was followed by a brief discussion of compulsory education. In the evening, Rev. R. T. Hall dwelt on "The teaching of morals in schools," and Rev. M. H. Buckham, president of the University of Vermont as well as of the association, advocated "Higher education for business men."

The second day's proceedings began with a discussion of "The best methods in teaching and how to secure them," by A. E. Leavenworth, principal of the Normal School at Randolph, and Walter E. Howard, principal of that at Castleton. Hon. Edward Conant, State superintendent of education, delivered an address on "The progress of education in Vermont," after which a paper by Professor Lewis Pollens, of Burlington, on "English grammar," was read and Miss Marcia P. Brown, preceptress of the Rutland High School, presented one on "Our work." Professor I. W. Dunham, of Bennington, and Henry Clark, of Rutland, showed that "The State has special claims upon the teacher," and Professor E. H. Higley, of Middlebury College, urged the importance of a "Study of the past." In the evening, J. D. Bartley, principal of the Burlington High School, addressed the association on "Success in teaching," and Professor William Wells, of Union College, delivered an address on "Errors in our social condition."—(New-England Journal of Education.)

CHIEF STATE SCHOOL OFFICER.

HON. EDWARD CONANT, *State superintendent of education, Randolph.*

[Third term, 1878–1880.]

VIRGINIA.

STATISTICAL SUMMARY.

	1875–'76.	1876–'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (5–21)	280,149	280,149	....	....
Colored youth of school age (5–21)	202,640	202,640	....	....
Whole number of school age	482,789	482,789	....	....
Whites of said age in public schools	137,678	139,931	2,253	....
Colored of said age in public schools	62,178	65,043	2,865	....
Total of school age enrolled [a]	199,856	204,974	5,118	....
Pupils over the school age, white	513	432	....	81
Pupils over the school age, colored	208	228	20	....
Whites in average daily attendance	80,521	82,029	1,508	....
Colored in average daily attendance	34,722	35,814	1,092	....
Total average daily attendance	115,243	117,843	2,600	....
Percentage of school population enrolled.	41.4	42.5	1.1	....
Percentage in average attendance	23.9	24.4	.5	....
Number in higher branches [a]	7,382	7,507	125	....
SCHOOLS AND SCHOOL-HOUSES.				
Schools for whites	3,357	3,442	85	....
Schools for colored pupils	1,181	1,230	49	....
Whole number of public schools	4,538	4,672	134	....
Average time of schools in days	113	112	....	1
Number of graded schools	161	164	3	....
School-houses used	5,825	....	....	....
Owned by districts	1,499	....	....	....
Having good furniture	1,750	....	....	....
Built during the year	333	....	....	....
Valuation of school property owned by districts.	$851,731	$969,317	$117,586	....
TEACHERS AND THEIR PAY.				
White teachers in public schools	3,984	4,069	85	....
Colored teachers in public schools	636	671	35	....
Men teaching	2,913	2,967	54	....
Women teaching	1,707	1,773	66	....
Whole number of teachers in public schools.	4,620	4,740	120	....
Average monthly pay of men	$34 95	$33 10	....	$1 85
Average monthly pay of women	30 37	27 37	....	3 00
INCOME AND EXPENDITURE.				
Whole reported receipts for public schools.	$1,215,325	[b]$1,102,113	....	$113,212
Whole cost for current and permanent items.	1,069,679	1,050,347	....	19,332
STATE SCHOOL FUND.				
Available State school fund	$1,430,645	$1,430,645	....	....

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[a] In private elementary schools there was reported in 1875 an enrolment of 18,633 pupils; in higher schools, 4,652; teachers in private schools of all grades, 1,319.

[b] According to a written return.

(From reports of Hon. Wm. H. Ruffner, State superintendent of public instruction, for the two years indicated.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State board of education*, an incorporated body consisting of the governor, the superintendent of public instruction, and the attorney general, has charge of the operations of the free school system, of the investment of the State school fund, and of the appointment and removal of county superintendents, with other minor duties. It is to report annually to the legislature.

A *State superintendent of public instruction*, elected by joint vote of the general assembly every 4 years, beginning with 1874, enters upon duty March 15 following his election, and is the chief executive officer of the public school system.

LOCAL.

County superintendents of schools, since 1877 appointed by the State board of education for terms of 4 years, have the usual duties of such officers.

County boards, known as *school trustee electoral boards*, composed of the county judge, the Commonwealth's county attorney, and the county superintendent of schools, appoint the local school officers for districts within their respective counties, under a law of January 11, 1877. Other county boards, composed of the county superintendent and the district school trustees in each county, have charge of all public school property within their respective counties and of the arrangement of the boundaries of districts and subdistricts.

District school trustees (3 members in each district), appointed by the school trustee electoral boards for terms of 3 years, with provision for yearly change of one member, have the care of schools for their several districts.—(School laws of 1873 and 1877.)

ELEMENTARY INSTRUCTION.

PROGRESS FOR THE YEAR.

In presenting his seventh annual report for the year ending July 31, 1877, Superintendent Ruffner states that "during the past year the work of public education has continued to progress favorably. The enrolment of pupils, the average attendance, and, I may add, the quality of the teaching, have all gained. The official management has also improved in economy, system, and efficiency. Efforts for the improvement of teachers have multiplied. The spirit of education has been promoted among the people and a growing attachment to the public school system has been manifested very generally."

"The gains over last year were, in enrolment, nearly 5,000 pupils, and in average daily attendance about 3,000, with a corresponding gain in the percentage of school population in attendance upon the schools. And at the same time the cost of tuition was reduced over $4,000, and the total current expenses for the year were reduced about $36,000, while the increased work might have been expected to increase the cost. About $15,000 more than last year was expended by the districts in permanent improvements. The expenses of the central office were reduced from $6,519 to $5,819. * * * The difficulties under which the work was prosecuted were unusually great, and the progress made is surprising, and is conclusive as to the stability and success of the system."—(Report of State Superintendent W. H. Ruffner for 1876-'77.)

ONE SERIOUS HINDRANCE.

As affecting the rate of the progress above recorded, and as threatening an abatement of it in the future, Dr. Ruffner calls attention to the fact that the embarrassments of the State finances have led to an "annual and increasing diversion of school funds." The interest on the literary fund, heretofore unaffected by this difficulty since 1873, has during the past school year been reduced in payment from $64,904.00 to $16,476.22; while "the diversion of a large share of the proceeds of the capitation and property tax began with the first year of the school system, and has been continued ever since." The fact of this diversion was not discovered till 1876, when an investigation authorized by the legislature revealed an arrearage due to the school fund of "something over $400,000 for the fiscal years 1870, 1871, 1872, 1873, and 1874." The amount was subsequently reduced to $382,732, but the financial difficulties of the State treasury have caused a continuance of the same system of diminished payments of interest school funds, till, on July 31, 1877, Dr. Ruffner estimated that "the total deficit due the school fund must have been about $550,000." And as the auditor takes the ground that the constitution does not control him in his action, while the law does, a legislative appropriation for any civic purpose may at any time in the future sweep away the constitutionally prescribed school moneys unless the State takes decided action to the contrary, either through its legislature or the courts.

MEANS OF LENGTHENING A SHORT SCHOOL TERM.

The paucity of means for schools has hitherto kept the school term down to an average of about 5½ months. This, Dr. Ruffner thinks, meets sufficiently the current needs of the great body of the people, who are compelled to use the labor of their children during a large portion of the year. But it does not meet the wants of parents who aim to carry the education of their children beyond the primary school. As a means of remedying this difficulty, Dr. Ruffner proposes an arrangement by which every alternate school-house in a county shall be opened for the first five months of a school year and then the other for the next five months, thus giving those who wish for it the opportunity for ten months' attendance. A union of any two adjacent school districts, each having its own school-house, would make this practicable in any neighborhood, even without an arrangement of the kind for the county generally. The plan seems worthy of consideration in all States and neighborhoods where short school terms form the ordinary rule, and where, in consequence, the aspirations of parents or of pupils for the fullest opportunities of training are now frustrated.

AID FROM THE PEABODY FUND.

This fund has continued to render important aid in carrying forward the school system of the State, its grant for the year covered by the report having amounted to $16,850. This has been distributed, according to the rules established by the trustees, mainly among well regulated free schools continued for about 10 months of the year, having 100 to 300 or more pupils, with a daily average attendance of 85 per cent. on the enrolment. The people, in each case, must pay for current expenses twice or three times as much as they receive from the fund, and must bear all the cost of erecting, repairing, and furnishing school-houses, must grade their schools, provide a teacher for every 50 pupils, and must use their best endeavors to make them model schools. A portion of the fund has also gone to aid normal instruction in teachers' institutes conducted by the State superintendent and by selected instructors under his direction.—(State report for 1876–'77, and Peabody fund report for 1877.)

CITY SCHOOL SYSTEMS.

OFFICERS.

The school boards of cities, under a general State law, consist of not more than 3 trustees from each ward where the cities are divided into wards; where there is no such division, of not more than 3 for each school district which may be established within a city by the action of the school board with the approval of the common council. In cities with 10,000 or more inhabitants a city superintendent of schools is appointed by the State board of education and paid from the State school fund.

STATISTICS.

City.	Population.	Children of school age.	Enrolment.	Average daily attendance.	Teachers.	Expenditures.
Alexandria	14, 000	4, 447	1, 183	812	18	$13, 595
Lynchburg	15, 000	4, 093	1, 388	789	23	15, 431
Norfolk	23, 000	6, 244	1, 344	1, 085	26	17, 658
Richmond	77, 500	20, 754	5, 558	4, 696	87	80, 788

ADDITIONAL PARTICULARS.

Alexandria.—The average attendance was 7 per cent. better in the schools for whites and 2 per cent. better in schools for colored children than in 1875–'76. In enrolment the white schools gained over 7 per cent., while the colored schools lost over 1 per cent. The enrolment of white children (698) was 25 per cent. of the whole school population, and that of colored children (485) was 30 per cent. of the same. The percentage of attendance to enrolment reached 90; the cost of educating each child, based on average daily attendance, was $12.27.—(Report of Superintendent Richard L. Carne, for 1876–'77.)

Lynchburg.—The schools here are classed as primary, grammar, and high, the course in the primary grades requiring 4 years; in the grammar grades, 3; in the high schools, 3. In the last it is prescribed, except that an election is allowed between Latin and Greek and French and German. A letter from Superintendent Biggers states that his report for 1877 was not published by the board for want of funds. For the same reason the schools were closed 8 days prior to the usual time. He thinks, however, that the school system is more firmly rooted in the good opinion of the people than ever before.

Norfolk.—The schools were taught 10 months, in 7 buildings. The estimated value of school property is $58,000. Cost of each pupil in average attendance, $16.26.—(Return.)

Richmond.—The original graded course of study of the public schools embraced 13 grades; but it has been revised by Superintendent Peay, so that now all the former studies are included in 10 grades, namely, 4 primary, 3 grammar, and 3 high. Half-day schools in the lowest grade have been tried and proved a success. Children of five to eight years of age, it is found, make as great progress in 3½ hours of study as in 6. Of the 120 schools belonging to the system, 2 were high, 23 grammar, and 95 primary; 75 were for white and 45 for colored children. The average cost on the total expenditures for the support of schools for 1876–'77 was $15.99.—(Report.)

TRAINING OF TEACHERS.

NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

The *Hampton Normal and Agricultural Institute*, at Hampton, has a course covering 3 years, with a preparatory course of 1 year. In addition to the studies of the course, which are chiefly of an elementary character, farming, sewing, and household work were taught. There is a 3 weeks' institute at the close of the course to prepare graduates for teaching. The number of students during the year 1876–'77 was 274, of whom 105 were girls and 169 boys.—(Catalogue, 1876–'77.)

Valley Normal School and Summer Institute, at Bridgewater, Va., embraces in its 4 years' course of instruction classical, normal, business, grammar, and ornamental departments, a model school, and a summer institute for teachers, this last continuing about 6 weeks. The attendance in 1876–'77 on the teachers' advanced course was 5; on the teachers' elementary course, 19; and at the normal institute, 71. The whole number of normal students in the year 1877 was 97; of other students, 111.—(Catalogue and return.)

A normal institute at Strasburg, kindred to that at Bridgewater, is spoken of in the Educational Journal of Virginia for August, 1877, but no report from it has reached this Bureau.

Roanoke College, Salem, has a department to meet the wants of those who wish to prepare themselves for teaching. It is under the immediate supervision of the president of the college. Students have the privilege of taking any studies they may wish in the college classes without additional charge.—(Catalogue of college.)

The *Richmond Normal School*, a department of the public school system of Richmond. is sustained at an annual expense of about three thousand dollars. Tuition is free, In 1877 there were 139 students attending its 3 years' normal course, of whom 46 were men and 93 women; 17 were graduated, and 14 of them engaged in teaching.—(Return.)

Teachers' meetings are also held every Saturday during the school term, in the Richmond High School building, which the primary and grammar school teachers are required to attend on alternate weeks. Superintendent Peay conducts the exercises, assisted by the principals of the schools, to each of whom is assigned a special subject. By this means, all new methods are discussed.—(Return to Bureau.)

A normal school for the preparation of colored teachers has existed also at Petersburg, under the care of Rev. Giles B. Cook, in connection with an elementary school for colored children. Its statistics for 1877 have not been received; in 1876 there appear to have been 150 pupils in all, without distinction between normal students and others.

TEACHERS' INSTITUTES.

The State board of education has power at its discretion to invite and encourage meetings of teachers at convenient places, and to provide that educational addresses shall be made before such meetings provided no public money is expended for such purposes. The agent of the Peabody fund made for 1876–'77 an allowance of $1,100 for holding such institutes, and in 72 counties either these or kindred meetings were held, the State superintendent being present as conductor or lecturer in 39 counties and 2 cities.—(School law and Peabody report.)

SCHOOL JOURNAL.

The Educational Journal of Virginia rendered valuable aid in 1877, as in former years, in the improvement of the teachers of the State, alike by many excellent articles in its general department, under the editorship of Mr. William F. Fox, principal of the Richmond High School, and by important matter in its official department, which is under the charge of State Superintendent Ruffner.

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

Superintendent Ruffner reports for 1876–'77 a total of 7,507 pupils as studying higher branches under the public school system, 6,879 of them white and 628 colored. These were probably, in most cases, connected with the high school departments of the 164 graded schools reported by him, 121 of which were for white and 43 for colored pupils. Two such high schools, one for white and one for colored youth, exist in

Richmond; 2 in Lynchburg also, and doubtless others in the principal cities and large towns.

OTHER SECONDARY SCHOOLS.

For statistics of reporting business colleges, private academic schools, and schools specially engaged in preparing students for college, see Tables IV, VI, VII, and IX of the appendix following, and the summaries of these in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

The *University of Virginia*, Albemarle County, usually receiving annual assistance from the State, has been a typical institution for the colleges in the old Commonwealth that have sprung up since its establishment. Founded by Jefferson in 1825, mainly upon European models, its instructions are given not in the four collegiate classes which are still common at the North, but in collegiate schools devoted to the pursuit of some one branch of study. From these schools a student may select those he will attend, taking, however, as a rule, not less than 3 in the academic department, and receiving at the conclusion of his studies, if he pass a satisfactory examination, one of the following degrees: Proficient in certain studies, graduate in a school, bachelor of letters, bachelor of science, bachelor of arts, or master of arts. These are graded according to attainments, and are given only on evidence of such attainments, no honorary degrees being conferred.

The university was enabled by the liberality of Mr. Lewis Brooks, of Rochester, N. Y., to add to its facilities for instruction in geology and natural history a complete collection of Professor Ward's casts of fossils, and to erect for the reception of these and like collections a new and excellent museum building. This gift is valued at $80,000.

Washington and Lee University, Lexington, *Randolph Macon College*, Ashland, and *Richmond College*,[1] Richmond, have followed the lead of the University of Virginia in the arrangement of their courses by schools instead of classes, and even the older *College of William and Mary*, Williamsburg, has rearranged itself on essentially the same model; while *Emory and Henry College*, Emory, *Hampden Sidney College*, Prince Edward County, and *Roanoke College*,[1] Salem, have the more common plan of 4 collegiate classes.

For statistics of all these institutions, see Table IX of the appendix following, and a summary of it in the Report of the Commissioner preceding.

COLLEGES FOR WOMEN.

For statistics of all institutions for the superior instruction of young women reporting in 1877, see Table VIII of the appendix following, and a summary of it in the Report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

[For full statistics, see Tables X-XIII of the appendix following; for summaries of these, the Report of the Commissioner preceding.]

SCIENTIFIC.

The *Virginia Agricultural and Mechanical College*, at Blacksburg, has a 3 years' course in agricultural and mechanical as well as literary branches. The college receives two-thirds of the proceeds of the congressional land grant for the benefit of agriculture and the mechanic arts, and 200 free scholarships are provided for by law. The catalogue for 1876-'77 reports an attendance of 224 students.

The *Hampton Normal and Agricultural Institute*, at Hampton, is devoted to the work of training colored youth in the branches of a good English education and in industrial pursuits, including agriculture and the mechanic arts, besides fitting them to be teachers. The institution receives one-third of the income from the congressional grant for the benefit of agriculture and the mechanic arts. Fifty-two students were graduated during the year 1876-'77. The attendance was 238, of whom 96 were women.—(Return and report, 1877.)

The *Virginia Military Institute*, at Lexington, is a State military and scientific school organized upon a plan similar to that of the United States Military Academy. The course occupies 4 years. There was an attendance in 1877 of 169 students.—(Catalogue and return.)

In the *University of Virginia*, the school of analytical and agricultural chemistry had an attendance of 14 students, and that of agriculture and natural history, of 3. There is a course in agricultural engineering and one in mining engineering; also a school of applied mathematics; but apparently there were no students in them.

The *Newmarket Polytechnic Institute*, Shenandoah County, an institution for training young men in classical and scientific studies, especially engineering, chemistry, and telegraphy, is spoken of in terms of high praise by State Superintendent Ruffner in the Educational Journal of Virginia for January, 1877. It had, by the last accounts, 3 instructors and 87 students.

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[1] Roanoke College and Richmond College added materially to their collections in natural history during the year.

THEOLOGICAL.

The institutions reporting theological students in 1877 are the following: *Union Theological Seminary of the Presbyterian Church in the United States*, at Hampden Sidney, having 51 students, of whom 49 had received degrees in letters or science; *Richmond Institute*, at Richmond (Baptist), with 100 students attending; *Theological Seminary of the Evangelical Lutheran General Synod* (South), at Salem, with 13 students, of whom 12 had received a scientific or literary degree; and the *Protestant Episcopal Theological Seminary*, Fairfax County, which had 41 students. In all these the course of study covers as many as 3 years, and it reaches 6 in the Richmond Institute, which embraces preparatory and academic as well as theological studies. There is an examination of greater or less extent required by all these institutions. To be admitted in the Union Theological Seminary candidates must have received the degree of A. B. or an equivalent scholastic training.

LEGAL.

The *Law Department of the University of Virginia* affords instruction in common and statute law, and in equity, mercantile, international, constitutional, and civil law and government. The number of students attending in 1877 was 111; the number of graduates, 16. There is also a private summer course of law in connection with this department, which begins its session in July and continues 2 months.

The *School of Law and Equity in Washington and Lee University* has 2 classes, junior and senior, gives its instruction by text books and lectures, and reports for 1876–'77 a total of 28 students under 7 professors and lecturers. Number of graduates, 11.

Neither of these schools examines candidates for admission.

MEDICAL.

Opportunities for obtaining a medical education are afforded at the *Medical College of Virginia*, Richmond, and at the *Medical Department of the University of Virginia*, Albemarle County. The first named provides the regular 3 years' medical course and reports an attendance of 46 students. The medical department of the University of Virginia is organized on the same general plan as the other departments of the university, the distinctive features of which are comprehensiveness and thoroughness of instruction and the graduation of the student upon satisfactory evidence of attainments only, without regard to the length of his course of study. There were 48 students in 1877.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The *Virginia Institution for the Education of the Deaf and Dumb and the Blind*, at Staunton, had in its *Department for the Blind* 42 pupils in 1877, who were instructed in the common English branches, higher mathematics, French, and vocal and instrumental music; also, in the employments of mattress and broom making and cane seating.—(Return, 1877.)

The *Department for the Deaf and Dumb* had an attendance of 91 pupils, who received instruction in the branches of a common school education, including language, grammar, arithmetic, history, natural philosophy, geography, drawing, and painting; also in articulation and lip reading. The employments taught are cabinet making, carpentry, tailoring, shoemaking, printing, painting and glazing, and bookbinding.—(Return.)

MILLER MANUAL LABOR SCHOOL, ALBEMARLE COUNTY.

Mr. Samuel Miller, a wealthy farmer of Albemarle County, is reported in the educational journals to have devoted several hundred thousand dollars to the establishment in his county of a manual labor school, of which it is hoped that full information may be given in the Report for 1878.

EDUCATIONAL CONVENTION.

EDUCATIONAL ASSOCIATION OF VIRGINIA.

The twelfth annual meeting of this association was held at Fredericksburg, July 10–12, 1877. After the presentation of reports by the standing committees, came the annual address of the president of the association, Thomas R. Price, and the address of welcome by Hon. John L. Marye. In giving a view of the educational condition of the State, the president said that no year in the history of the Commonwealth has been richer than this in educational efforts, nor more richly blessed with success in those efforts; and that in every town and county of the Commonwealth, in school and college and university, the seed sown by this association is already bearing its good fruit.

Addresses and papers were presented on the following subjects: "Current discussion on spelling reform," by Professor J. A. Harrison, of the Washington and Lee University; "Illiterate education," by Professor George F. Holmes; and "Specialized study," by Captain J. H. Chamberlayne.

The attendance at the meeting is said to have been small, but the reports were excellent and the discussions interesting and instructive.—(Educational Journal of Virginia, August, 1877.)

NOTEWORTHY EDUCATIONAL BENEFACTIONS.

GIFTS AND BEQUESTS.

Following close on a munificent gift of $55,000 made in 1876 by Mr. W. W. Corcoran, of Washington, to increase the library and endowment of professorships in the University of Virginia, there came to the same institution in 1876–'77, from Mr. Lewis Brooks of Rochester, N. Y., gifts aggregating about $80,000 to erect and furnish a museum of natural science. Mr. Brooks had previously given to Washington and Lee University $25,000 for a like purpose.

Hampden Sidney College reports also the completion of a subscription of $50,000, "chiefly in Virginia consols," from friends in Virginia, West Virginia, Maryland, District of Columbia, and New York; while for the establishment and endowment of a manual labor school in Albemarle County, Mr. Samuel Miller, of that county, is currently reported to have left $850,000, also in Virginia securities, $100,000 of it to be used in the erection of buildings for the school.

OBITUARY RECORD.

HON. JOHN W. BROCKENBROUGH.

Judge Brockenbrough, long the head of a noted law school and for several years professor of law in the Washington and Lee University, at Lexington, died at that place February 20, 1877.—(Virginia Educational Journal, April, 1877.)

PRESIDENT DUNCAN.

Rev. James A. Duncan, D. D., president of Randolph Macon College and a well known minister of the Methodist Episcopal Church South, died at Ashland, near Richmond, Va., on Monday, September 24, 1877. He was born in Norfolk, Va., in 1830, and graduated in 1849 at the college of which he was afterward president. In the Virginia Conference he was remarkably successful as a pastor, and filled the leading pulpits in Richmond, Alexandria, Washington City, and Lynchburg. He was a delegate to every general conference of the Methodist Episcopal Church South for sixteen years, and in 1866 and 1870 received a large vote for bishop. At the late general conference of the Methodist Episcopal Church he appeared as a fraternal messenger of the Church South, delivered a most impressive address, and was received with great enthusiasm. For several years he was editor of the Richmond Christian Advocate, and for eight years before his death president of Randolph Macon College.—(Central Advocate, October 3, 1877.)

PROFESSOR ALBERT T. BLEDSOE.

Rev. Albert T. Bledsoe, LL. D., editor of the Southern Review, and for many years a prominent professor, died at his residence in Alexandria, Va., December 8, 1877, aged 68 years. Dr. Bledsoe was born in Kentucky in 1809, graduated at the United States Military Academy at West Point in 1830, and served on the frontier till 1832, when he resigned. In 1833–'34 he was adjunct professor of mathematics in Kenyon College, Ohio; in 1835–'36 professor of mathematics in Miami University. From 1840 to 1848 he practised law at Springfield, Ill., 1848–'53 was professor of mathematics and astronomy in the University of Mississippi, and from 1853–'61 professor of mathematics in the University of Virginia. During the late war he took part with the confederates, and a portion of the time was assistant secretary of war. He was the author of a number of works, including An Examination of Edwards on the Will, A Theodicy or Vindication of the Divine Glory, and An Essay on Liberty and Slavery.—(Christian Advocate, December 20, 1877.)

CHIEF STATE SCHOOL OFFICERS.

Hon. William H. Ruffner, *State superintendent of public instruction, Richmond.*

STATE BOARD OF EDUCATION.

Members.	Expiration of term.	Post-office.
His Excellency Frederick W. M. Holliday, governor	January, 1882	Richmond.
Hon. W. H. Ruffner, State superintendent of public instruction	March, 1879	Richmond.
Hon. James S. Field, attorney general	January, 1882	Richmond.

WEST VIRGINIA.

STATISTICAL SUMMARY.

	1874-'75.	1875-'76.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-21)	179,897	184,760	4,863	....
Enrolled in public schools	115,300	123,504	8,204	....
Average daily attendance	76,468	72,278	....	4,190
SCHOOLS.				
Public schools	3,231	3,341	110	....
Graded schools	78	67	....	11
High schools	8	3	....	5
School-houses	2,959	3,127	168	....
School-houses built during the year	117	141	24	....
Value of school property	$1,605,627	$1,660,468	$54,841	....
TEACHERS.				
Men teaching	2,677	2,797	120	....
Women teaching	784	896	112	....
Average monthly pay of men	$35 03	$34 89	....	$0 14
Average monthly pay of women	30 77	32 09	....	1 32
INCOME AND EXPENDITURE.				
Total receipts for public schools	$753,477	$860,644	$107,167	....
Total expenditures	715,160	793,272	78,112	....
SCHOOL FUND.				
Amount of available school fund	$293,270	$340,411	$47,141	....
Total school fund	325,243	340,411	15,168	....

(From report for 1875 and 1876 of Hon. B. W. Byrne, State superintendent of free schools in those years.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State superintendent of free schools*, elected at the same time and in the same manner as the governor, holds office, like him, for a term of 4 years. He is charged with the supervision of all county superintendents and free schools of the State, and is to see that the school system is carried into effect and perfected as far as possible. He reports annually to the governor, though the report is only published biennially.

The *board of the school fund*, composed of the governor, State superintendent of free schools, auditor, and treasurer, has the management, control, and investment of the school fund.

A *State board of examiners*, consisting of the State superintendent and two professional teachers appointed by the governor, has charge of the examination and licensing of persons desiring State certificates as teachers; the certificates are good for life or during good behavior.

LOCAL.

A *county superintendent of free schools* is elected biennially by the voters of each county; he is required to be of good moral character, of temperate habits, of literary acquirements, and of skill and experience in the art of teaching.

A *county board of examiners* for examining and certifying teachers is formed in each county by associating with the county superintendent 2 experienced teachers, chosen annually by the presidents of the district boards of education in the county at a meeting held for that purpose at the county seat in August.

A *board of education for each township school district* is chosen every 2 years by the voters of the district for the care and oversight of all public school concerns within the township. It is composed of a president and two commissioners elected by the people.

Boards of trustees for subdistricts into which townships are divided are appointed by the township boards of education, and by the amended school law of 1877 are to consist hereafter of 3 intelligent and discreet persons appointed at first for terms of 1, 2, and 3 years, and subsequently for terms of 3 years only, 1 to be appointed yearly. They have charge of the schools of their subdistrict and appoint the teachers for them.—(School law of 1873 as amended in 1877.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

The State reports in West Virginia are published only biennially in the even years; consequently but little official information is available respecting the working of the free school system in 1877.

The report of State Superintendent Byrne for 1876 noted a marked progress in all the departments of the free school system, including an increase in the number of pupils attending, in the number of schools taught, and in the length of the school term. Better qualified teachers and greater efficiency in the discharge of their duties by the school officers generally, and particularly by county superintendents, were among the indications of advance. The finances of the schools, too, had been disbursed more efficiently and accounted for more closely by the local officers.

The latest information respecting the public schools of this State is found in the report of Dr. Sears, agent of the Peabody education fund, for the year 1877. Dr. Sears says: "The condition of the schools of the State is encouraging and hopeful; they seem to be conducted with wisdom and energy. Special attention is paid to their improvement by means of teachers' institutes, in addition to what is done in the normal schools."

AID RECEIVED FROM THE PEABODY FUND.

Assistance to the amount of $6,800 was received from the Peabody fund in 1877. Of this, $200 went to the Journal of Education and $600 to teachers' institutes. The remainder was applied to the assistance of graded schools in 20 different localities.

CITY SCHOOL SYSTEMS.

WHEELING.

Officers.—A city school board and a superintendent of public schools, who must have had at least 3 years' practice as a teacher in graded schools before his appointment.

Statistics.—Estimated present population, 28,270; children of school age, 9,676; enrolment, 5,397; average attendance, 3,401; number of teachers, 93; expenditures, $67,844.

Remarks.—From a written return sent by the city superintendent, it appears that the system in Wheeling occupies 8 primary school buildings, having 66 school rooms and 4,500 sittings; 7 grammar school buildings, with 500 sittings for study, and 12 evening school rooms, with as many teachers. The number of pupils attending evening schools is not given. The average daily attendance to each teacher, excluding special teachers, was 35. The salary of teachers in primary schools was $800 annually for principals and from $360 to $385 for assistants; in grammar schools, $440 for assistants and $1,100 for principals. Teachers in evening schools received from $25 to $40 a month; a special teacher (of German), $385 a year.

PARKERSBURG.

Parkersburg, of about 7,000 inhabitants, the second city of the State in respect to population, sends no official report of its schools. But from the West Virginia Educational Monthly it appears that there are 4 public school buildings for white pupils and 1 for colored. In 3 of these the schools appear to be graded as primary, intermediate, and grammar schools, the course, according to a published schedule, reaching through 8 years in these departments, while beyond them in 1877 was a high school with one course of 3 years, in which Latin was elective, and one of 4 years, the fourth year's studies being a continuation of those previously pursued.

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

Concord Normal School, at Concord, first opened in 1875, had in 1877 an attendance of 57 normal students under 3 instructors.

Fairmont State Normal School, at Fairmont, had 145 normal students and 6 instructors, besides 2 non-resident lecturers; 13 graduated, of whom 11 engaged in teaching.

The *State Normal School at Glenville*, opened in 1873, reports 38 normal students, 3 teachers, and 1 graduate.

Marshall College State Normal School, Huntington, had 92 normal students, 5 instructors, and 8 graduates, of whom 4 engaged in teaching.

Shepherd College, Branch State Normal School, at Shepherdstown, organized in 1873, reports 56 normal students, 4 teachers, and 8 graduates.

West Liberty State Normal School, at West Liberty, had 44 normal students, 2 resident and 3 non-resident instructors, and 4 graduates.

The above are all State normal schools or branches and receive assistance from the State. The amount appropriated for 1877 to each was $2,000, with the exception of the school at Glenville, which received $650. The course of instruction at the Shepherd College school covers 4 years; in all the others it is completed in 3. Graduates who have received certificates are authorized by law to teach in the common schools of the State without further examination.—(Returns.)

The *Normal Department of Storer College*, at Harper's Ferry, for the training of colored teachers, reports, for 1877, 136 students, 5 teachers, and 2 graduates. The course of study covers 3 years. Students are charged from $10 to $12 per annum for tuition and room rent. Thirty-seven students have finished the course since the opening of the school in 1867, and counting those who have taught without completing the course the number of teachers supplied by the school is about one hundred.—(Return and catalogue.)

TEACHERS' INSTITUTES.

It is made by law the duty of county superintendents to aid the teachers in all proper efforts to improve themselves in their profession. For this purpose they are to encourage the formation of county institutes for mutual improvement and of union institutes for adjoining counties, but no information as to such meetings for 1877 has been received.

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

Nothing can be added this year to what was reported in 1876 regarding the public high schools of West Virginia. The law provides for the establishment of them in either a township district or two or more adjoining districts, in case the inhabitants, after 4 weeks' previous notice, should vote at their biennial election in favor of having them. Five such schools were reported by the State superintendent in 1876, against 8 the previous year; but whether the number has since increased or diminished cannot be stated.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory schools or preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix following, and the summaries of them in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

West Virginia College, at Flemington, and *West Virginia University*, at Morgantown, report for 1877 an attendance, respectively, of 3 and 42 students in collegiate classes. In both these institutions most of the students were in the preparatory departments. The 45 collegiate students reported were all young men, although the West Virginia College is open to both sexes. There are six departments of study in the State University, viz: the classical, scientific, agricultural, engineering, military, and preparatory. There is no report from *Bethany College* later than 1875–'76.

COLLEGE FOR WOMEN.

Opportunities for the superior instruction of women are further provided by the Wheeling Female College, which reports 120 students, all in the collegiate department, and 10 instructors. This college is authorized to confer collegiate degrees. There is no preparatory department. Music, drawing, painting, French, and German are taught. There are means for the illustration of chemistry and physics and there is a gymnasium.—(Return.)

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The agricultural and scientific departments of the State University include courses in general science, civil engineering, military science, and agriculture. The general scientific course, leading to the degree of B. S., covers 4 years. The studies of the department of engineering for the first, second, and third years are the same as those of the scientific course, the branches relating to engineering being placed in the senior year. The agricultural instruction is at present embraced in a 2 years' course, and certificates of attainment are given to students who have creditably completed it.—(Catalogue of university.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The West Virginia Institution for the Deaf and Dumb and the Blind, at Romney, reports for 1877 an attendance of 29 pupils in the department for the blind and of 66 in that for deaf-mutes. The branches taught are reading, spelling, geography, history, philosophy, arithmetic, algebra, and music. The blind are instructed in the employments of mattress and broom making and cane seating.—(Return, 1877.)

EDUCATIONAL CONVENTION.

EDUCATIONAL ASSOCIATION OF WEST VIRGINIA.

The association held its annual session at Martinsburg August 28–30, 1877. The address of welcome was delivered by Rev. J. P. Hyde, and the response to it by Mr. F. H. Crago. Addresses and papers were presented on "Popular education," by Hon. C. J. Faulkner; "Against German in the public schools," by Professor C. L. Loos, president of Bethany College; "The kind of instruction we need," by Dr. W. K. Pendleton, State superintendent of free schools; "Teachers as quickeners of intellectual life," by Professor E. S. Cox, superintendent of the Parkersburg schools, and one by Professor Joseph McMurran, principal of Shepherd College Normal School, on "The proper character of primary and secondary schools, of colleges, and of universities: the best method of adjusting the curricula of these several grades of schools so as to secure a regular gradation of studies and a generous education for our youth, and by avoiding discord among these several grades of schools advance the interests of our public school system."

Reports were received from various committees, among which may be mentioned one on "The advantages of having uniformity of examinations throughout the State for the same grade of teachers' certificates," and one from the committee of inquiry into the advisability of a compulsory school law. The report of the latter committee, which favored the enactment of a compulsory law, was postponed till the next annual meeting for further consideration.—(Published minutes of meeting.)

CHIEF STATE SCHOOL OFFICER.

Hon. W. K. Pendleton, *State superintendent of free schools, Wheeling.*

[Term, March, 1877, to March, 1881.]

WISCONSIN.

STATISTICAL SUMMARY.

	1875–'76.	1876–'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (4 to 20)	474, 811	478, 388	3, 577	....
Youth of said age in public schools	280, 153	289, 125	8, 972	....
Total attendance on public schools	282, 186	291, 270	9, 084	....
Attendance on private schools	24, 028	23, 624	....	404
Attendance at colleges and academies	1, 853	1, 699	....	154
Estimated number in benevolent institutions.	1, 160	1, 175	15	....
SCHOOL DISTRICTS AND SCHOOLS.				
Districts, exclusive of independent cities.	5, 505	5, 564	59	....
Number of districts reporting	5, 461	5, 533	72	....
Districts that purchase text books	267	453	186	....
Districts that lent books to pupils	137	244	107	....
Districts that sold them	72	170	98	....
Public school-houses	5, 299	5, 320	21	....
Built of brick or stone	750	790	40	....
With outhouses in good condition	3, 543	3, 670	127	....
Value of school property	$4, 875, 618	$5, 183, 902	$308, 284	....
Schools with two departments	183	194	11	....
Schools with three or more	202	211	9	....
Average term of county schools in days	152½	149	....	3½
Average term of city schools in days	193	193	....	....
TEACHERS AND TEACHERS' PAY.				
Different teachers employed	8, 630	9, 858	1, 228	....
Average monthly pay of men in counties.	$42 95	$40 48	....	$2 47
Average monthly pay of women in counties.	27 16	26 35	....	81
Average monthly pay of men in cities	105 10	108 20	$3 10	....
Average monthly pay of women in cities.	37 20	35 93	....	1 27
INCOME AND EXPENDITURE.				
Total receipts for public schools	$2, 327, 694	$2, 743, 344	$415, 650	....
Total expenditures	2, 153, 811	2, 249, 638	95, 827	....
EDUCATIONAL FUNDS.				
Amount of permanent school fund	$2, 625, 798	$2, 596, 361	....	$29, 437
University fund	222, 736	223, 240	$504	....
Agricultural college fund	238, 479	240, 792	2, 313	....
Normal school fund	963, 917	985, 081	21, 164	....

(Reports of Hon. Edward Searing, State superintendent of public instruction, for the years named.)

OFFICERS OF THE STATE SCHOOL SYSTEM.

GENERAL.

A *State superintendent of public instruction*, elected every two years by the people, enters on his office the first Monday of January succeeding his election, and has general supervision over the common schools, making annual report respecting them. He is allowed to appoint an assistant superintendent.

A *board of commissioners for the sale of school and university lands* is composed of the secretary of state, treasurer, and attorney general, and has charge of all matters connected with such sale and with the investment of the funds accruing from it.

A *board of regents of the State University*, of 11 members, to be appointed by the governor, 1 from each congressional district and 2 from the State at large, with the State superintendent as member ex officio, looks after the interests of the university and elects its officers.

A *board of regents of normal schools*, consisting of the governor, State superintendent, and 9 appointed members, has the government and control of all the normal schools established by the State, with the power to establish others. Its appointed members hold office for 3 years, one-third going out each year.

LOCAL.

A *county superintendent*, elected biennially in each county by the voters thereof, is to examine and license teachers, supervise the common schools, and make annual report concerning them.

A *town board of school directors*, for such towns as adopt a township system, is composed of the clerks of the several subdistricts, with those of joint subdistricts the school-houses of which are situated in the town. It has the custody of all public school property within the town, and its secretary has charge and supervision of all the public schools, with the duty of visiting each one twice in each term.

District school boards, for either an ordinary school district or a free high school district, consist of a director, treasurer, and clerk, elected by the people of their respective districts at the annual meeting for terms of 3 years each, one to be reëlected or changed each year.

Women are eligible to county, town, and district school offices.—(School laws, 1877 and 1878.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

The State superintendent expresses the opinion that, notwithstanding the general business depression, the year was one of advancement. A larger proportionate number of districts than usual appear to have maintained school five months, and the number of children in those districts in which schools were taught for that time or longer was greater by 6,820 than in 1876. The returns of children from 4 to 20 years of age are believed to be defective, as the increase for the year must have been greater than that given, 3,577. City returns or estimates of the number of children who attended private schools only are also thought to fall short of the real aggregate, although these estimates are more complete than usual.

While the whole number of teachers required in the public schools was 149 more than in 1876, the number employed was 1,228 greater. More than one-third of the schools changed teachers, which indicates a great deal of competition, and thus partially accounts for the reduction of wages. A larger proportion of women, moreover, were employed. There was an increase of 549 third grade certificates issued during the year, indicating the employment of an increased number of teachers of inferior qualifications.

The fact that the number of school-houses reported is less than that of the school districts is explained partly on the ground that some districts own no school-house, but principally on the supposition of imperfect returns. The school-houses will accommodate 345,944 pupils, while the attendance was only 291,270, showing that the school-houses were by no means generally crowded.

DEFECTS IN THE STATE SYSTEM.

Hon. Edward Searing, in making his final report as State superintendent,[1] says that the interests of common school education suffer for want of more permanent and intelligent supervision. The public schools of cities are managed intelligently and have competent superintendents; but a majority of the children of the State are educated in the schools of country and village districts, for which there is a very inadequate system of supervision, and in which the results are far from satisfactory. The cause of this is attributed to the facts (1) that political expediency largely governs in the nominations for State and county superintendents, and (2) that the salaries of local superintendents are too small to secure thorough or extended work.

The remedy suggested is a separation of the whole educational system, to the utmost extent practicable, from political influences and changes. It would be a great gain if each county superintendent were elected by a special convention of the school officers of the county, as in Pennsylvania, and the term of both State and county superintendents extended to four years. But the superintendent believes that the highest and most satisfactory results can be reached only under a system such as that he recommended in 1875, a summary of which was presented in the Report of the Commissioner of Education for that year.

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[1] Professor Searing, after having served most faithfully and usefully for four years as State superintendent, accomplishing much for the improvement of the State system, at the close of 1877 returned to his old position of professor of Latin and Greek at Milton College. President William C. Whitford, of that college, was chosen to succeed him as State superintendent from January, 1878.

TOWNSHIP SYSTEM.

Any town in this State may by a vote of the inhabitants adopt a township system, instead of the separate district system which has generally prevailed hitherto. A report from Superintendent J. A. MacDonald, of Chippewa County, published in the Wisconsin Journal of Education for July, 1877, contains the following statement of the effect of such a system when well administered: "That portion of the people of the county who conduct their schools upon the township plan are well satisfied with them. On comparison, it must be admitted that these schools excel all others. The fact is undeniable. It can be shown that under this system better school-houses are erected; that they are better provided with all the indispensable requirements of common schools, and that in general better teachers are engaged; uniform text books and writing material are provided for their scholars, and the right is granted to every parent to select the most suitable school for his children. These advantages are of no ordinary kind; they are aids to progress; and the system under which they are found cannot but commend itself to every one."

THE TEXT BOOK PROBLEM SOLVED.

Existing laws authorize the purchase of text books by the school board of any district and the loan of these to pupils without charge. Professor Searing says that the advantages of this plan of purchase and supply are becoming widely known throughout the State, and that the adoption of it is working a salutary reformation in diminishing the cost of books and in promoting both fuller attendance and greater efficiency in school work. He thinks, with many others, that the free furnishing of text books to pupils by school boards combines more advantages, both from an economical and an educational standpoint, than any other plan thus far proposed. It secures cheapness; for districts, purchasing in quantity, obtain the books required at wholesale rates. It leads to longer use of the same books; for, under this plan, they are preserved and passed from hand to hand until worn out. It prevents unauthorized changes of books by teachers and loss of time at the beginning of a term due to the lack of books. It insures a larger attendance of pupils, as no children are kept from school through inability to buy the books they need. Finally, it renders certain an absolute and constant uniformity of books in the various classes. Resulting from these advantages, moreover, are better and easier classification of a school, reduction of the number of classes to a minimum, convenience in making transfers, and the educating influence over pupils of the requirement to care for books.

The question whether there would not be large additional advantages from a State uniformity of text books is considered in the report and decided in the negative.

SCHOOL SAVINGS BANKS.

Superintendent Searing recommends the establishment of school savings banks as a means of training children in economy and business habits. This has been done in Great Britain and France with good results. He also suggests the introduction of book-keeping among the branches taught in common schools.

KINDERGÄRTEN.

For statistics and other information respecting 5 schools of this class at Milwaukee, see Table V of the appendix following, and for a summary of these statistics see the Report of the Commissioner preceding.

CITY SCHOOL SYSTEMS.

OFFICERS.

Boards of education for cities appear to consist of one or more members from each ward, with provision for partial annual change; each board choosing its own president, clerk, and treasurer, and generally a city superintendent of schools. At Madison, the mayor of the city and an alderman are ex officio members of the school board.

STATISTICS.

City.	Population.	Children of school age.	Enrolment.	Average daily attendance.	Teachers.	Expenditures.
Fond du Lac	15, 308	5, 846	2, 643	1, 867	49	$30, 523
Janesville	11, 000	3, 775	1, 751	1, 240	35	24, 415
La Crosse	17, 000	3, 612	2, 047	1, 403	33	34, 732
Madison	10, 500	3, 926	2, 212	....	30	32, 884

ADDITIONAL PARTICULARS.

Fond du Lac had about 500 children in parochial schools, besides those enrolled in public schools. The number of sittings for study in the public schools was considerably higher than the enrolment.—(Return from Superintendent Hutchins.)

Janesville reported for 1877 an enrolment of 450 in private and parochial schools, besides those in the public schools. For these last a special teacher of penmanship was employed.—(Return from Superintendent Burton.)

La Crosse.—In addition to the number enrolled in public schools, about eight hundred attended private and parochial schools, making about 79 per cent. who attended some school. The average attendance is not precisely given in the report of the superintendent, but it is stated that the percentage of attendance upon the number enrolled is nearly 95. The schools are graded as primary, intermediate, grammar, and high, the course up to the high school covering 7 years; that in the high school 4 years more, though a certificate will be given those who satisfactorily complete the first 3 years. The cost of tuition in the schools, based on the average number belonging, was only $13.89 for each scholar, although here, too, a special teacher of penmanship was employed at a liberal salary.—(Report of Superintendent C. W. Roby.)

Madison.—The statistics show that there were in the city during the year 1,714 youth of legal school age who did not attend the public schools; but of these, 1,400 belonged to the extremes of school age, either kept at home as being too young to attend or engaged in work because old enough to earn something; while some 500 were in private or church schools. A careful examination made it appear that the number neither at school nor at work was only about 57. The schools are classified as primary, grammar, and high, the course in the last occupying 4 years. A considerable portion of the report is devoted to an argument against the prevalent notion that study is injurious to health; and it is pretty conclusively shown that, under a good system, which does not overwork scholars, there is certainly as great, probably greater, likelihood of lengthened life among the studious as among those who do not study.—(Report of Superintendent Shaw.)

Milwaukee, probably from a change of superintendent, presents no statistics of its schools for 1877, but a pamphlet from the First Ward Public School Association indicates, for that ward at least, "larger and better school buildings, improved text books and apparatus, better teachers at higher salaries," and a disposition to so improve the school grounds as to make them ornamental, healthful, and agreeable. The committee of the association says, in its report on this subject: "Around our schools should be not only ample room for healthful sports and social amusements in the open air and sunlight, but space for workshops supplied with suitable tools and materials, together with ground devoted to horticulture, thus educating the young to produce intelligently with their own hands many useful and beautiful things." The advantages of these arrangements are enforced at length, and the report was adopted with such unanimity as to encourage the hope that the plan suggested may be carried out.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

The four State normal schools at Platteville, Whitewater, Oshkosh, and River Falls report for the year 1876–'77 a total attendance of 1,125 normal students, including those in preparatory classes. The three schools first named had a total of 941 normal students, 411 of them being men and 530 women. Of these, Whitewater had 25 and Oshkosh 89 in preparatory classes. The three schools graduated a total of 52 students, 15 of them from the full 4 years' course and 37 from an elementary course of 2 years. Tuition is free to normal pupils, but not to those in other departments. The schools are endowed with a permanent State fund, the interest of which in 1876–'77 amounted to $85,076.16. They are managed, as before stated, by a board of regents appointed by the governor. The board keeps itself in connection with the everyday work of the schools by means of visiting committees, which furnish in their reports the information necessary for a comparison of work and methods and for a practical, intelligent administration of affairs.

OTHER NORMAL SCHOOLS AND DEPARTMENTS.

The *Catholic Normal School of the Holy Family*, at St. Francis Station, organized in 1871, reports 50 normal students, all of them men, and 12 graduates in 1877 from their 3 years' course. All these graduates had engaged in teaching.

A *Kindergarten training class* was conducted in Milwaukee throughout 1877 by Mr. W. N. Hailmann, a prominent advocate for the Northwest of Fröbel's system. Statistics of it have not reached the Bureau.

Courses of instruction for teachers are reported in connection with *Milton College*, Milton, and the *Northwestern University*, Watertown. In the latter institution (Lutheran), students are prepared for service in the parochial schools of the Synod of Wisconsin as well as in public schools. The studies embrace, in addition to those of the academic department, German, English, logic, theory and practice of teaching, and sacred music.—(Catalogues.)

TEACHERS' INSTITUTES.

Institute work was vigorously carried on during the year. Sixty-four institutes were held in 53 different counties. Two of these counties did not report statistics, but in all the others there was an aggregate of 99 weeks of instruction given; there was an attendance of 4,551, of whom 1,323 were men and 3,228 women. The number of counties in which institutes were held is the same as last year; the number attending is 109 less, and the number of days' session about 10 less. "It would seem," says the committee on institutes, in the report of the superintendent, "that the limit of institute work has been nearly or quite reached, both as regards demand for it and ability to conduct it efficiently and economically." The cost of maintaining the institutes in 1877 was $6,607.33.—(State report.)

A special tabular report of the institutes shows that of the teachers present 194 held first grade, 495 second grade, and 2,688 third grade certificates; moreover, that 465 had been trained in colleges or universities, 319 in academies, 534 in normal schools, and 1,725 in high schools, while 1,252 had enjoyed no other advantages than those of the common schools.

SCHOOL JOURNALS.

The Wisconsin Journal of Education, a monthly, published at Madison, is the organ of the State Teachers' Association and of the department of public instruction. In the former capacity, it presents each year a considerable amount of the best matter read before the association at its meetings. In the latter, it receives and publishes not only the decisions of the State superintendent in all matters of controversy respecting the public schools, but also many interesting communications from the superintendent and his assistant in relation to matters affecting the State system. It thus occupies a prominent rank among our school journals.

The New Education, published since January 1, 1877, at Milwaukee, under the editorship of Mr. W. N. Hailmann, has given much information respecting Kindergarten training, and has been the steady and often eloquent advocate of the claims of the Kindergarten to public notice and adoption.

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

Official reports were received, in 1877, from 57 free high schools, an increase of 37 over those reporting the previous year. There were enrolled in these 5,118 pupils, of whom 1,694 were studying common branches only; 1,862, algebra or geometry; 2,247, natural science, including physiology and physical geography; 704, modern languages, while 900 were in ancient languages. These schools remained in session an average of 35.38 weeks during the year. There were 135 teachers employed.

The free high school law appears to command continued favor and to be exerting a salutary influence. This law grants State aid to such free high schools as are established and maintained by the people for at least 13 weeks in any one year. An amendment to it was passed in 1877 which enabled all free high schools previously in operation to share in the benefits of the law equally with those established under it, if the requisite reports were made and the law was complied with in other respects, so far as applicable. All but 2 of the additional high schools reporting in 1877 were accepted under this amendment, and received their proportion of State aid, making, as before mentioned, 57 in all, which absorbed the entire appropriation of $25,000 made by the State for the purpose.

A subsequent revision of the law made the following changes, which were to go into effect November 1, 1878: (1) Hereafter no free high schools will be recognized except such as shall have been established in accordance with the provisions of the law. (2) Each single municipality establishing such a school will constitute a high school district. (3) If two or more towns establish one, it will be known as a joint high school district. (4) Each high school district will elect a director, treasurer, and clerk, who will form the high school board. (5) The board will annually determine the amount necessary to be raised to support the high school, and certify the same, to be assessed and collected; but the amount may be limited by vote of the town meeting, or, in case of a joint high school district, by a joint resolution of the town boards. (6) Only such high school districts as have established and maintained a high school for not less than 3 months in a school year and in a building not used for other school purposes will be entitled to receive aid, and this aid will be extended to no school for more than 3 years.—(State report and school laws.)

OTHER SECONDARY SCHOOLS.

Three schools of academic rank, reporting according to law to the State superintendent for 1876–'77, give a total of 19 instructors, 70 students in regular academic classes, and 111 in preparatory or irregular ones, with 13 graduates in 1877. A table of unincorporated schools other than public shows 339 such, with 412 teachers, 8,714 pupils who had not attended any public school during the year, and 6,518 in average daily attendance; but probably the greater part of these, if not the whole, were below the academic grade.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges or universities reporting to this Bureau, see Tables IV, VI, VII, and IX of the appendix following, and the summaries of these in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COMPARATIVE COLLEGIATE STATISTICS FOR TWO YEARS.

State Superintendent Searing gives a summary of collegiate statistics for the years 1876 and 1877 as reported to him. Only 6 colleges, exclusive of the State University, reported each year, but the figures for 1876 include those of Racine College, and not those of Northwestern University, while in 1877 Racine College does not report and the Northwestern University does. The figures are as follows:

STATISTICS OF COLLEGES.

	1876.	1877.
Members of faculties	62	61
Number graduated in respective years	52	71
Students in senior classes	49	54
Students in junior classes	62	59
Students in sophomore classes	84	87
Students in freshman classes	130	127
Students not in regular classes	8	123
Students in preparatory departments	949	613
Total number in the institutions	1, 282	1, 063
Number of acres of land owned	2, 625	2, 156¼
Estimated cash value of lands	$61, 400	$65, 700
Estimated cash value of buildings	232, 550	242, 050
Endowment funds, except real estate	308, 292	245, 612
Income from tuition	15, 016	18, 364
Income from other sources	36, 787	36, 602

UNIVERSITY OF WISCONSIN.

The State university presents various evidences of progress during the year, among which are the completion and furnishing of Science Hall and the magnetic observatory, the construction of an efficient system of waterworks and drainage, the addition of gas and bath rooms to the Ladies' Hall, besides other improvements and repairs. Important additions, either by purchase or gift, were made to the collections in natural history, to the gallery of arts, to the law and general libraries, and to the scientific apparatus of the university.

The conditions of the donation proposed in 1876 by Hon. J. A. Johnson, establishing scholarships for the benefit of pupils educated in the common schools, have been confirmed by an actual payment into the treasury according to the terms specified. That donation was followed in 1877 by the proposal of Ex-Governor Washburn to erect upon the grounds of the university during the coming year, at his own cost and for the benefit of the university, an astronomical observatory, equipped with superior facilities for investigations in astronomical science. The students for the year in regular collegiate classes numbered 188, of whom 48 were young women.

In the report of the board of regents of the university for 1877 the question of coeducation is discussed pro and con by the president of the university and the board of visitors. The report of the board expresses the opinion, based it would appear mainly on their own observation, that the health of the young women has suffered from overwork. A strong disapproval of the system of coeducation pursued in the university is therefore expressed on that ground; while it is admitted that the proficiency shown by the young women in their studies was quite equal to that of the young men. Condemning the present method in strong terms, the board still does not advise that women should be excluded from the university, since the law of the State provides for their education there; but it is urged that the curriculum be adjusted in such a manner as to enable a man or woman to secure "the form of education best suited to his or her respective sphere — the system of compelling men and women to fare alike might be so modified as to preclude the possibility of causing disease." On the other hand, President Bascom states positively that the health of the young women does not suffer in consequence of their studies here. "The young women, whose health was primarily the ground of criticism, have improved in strength rather than deteriorated since they have been with us, though they have burdened themselves with extra work, which we do not counsel." Out of 357 students in collegiate and dependent courses, of whom 93 were women, there were 155 days of absence on account of illness on the part of the young men in a given time, and only 18 on the part of young women, or in the proportion of 1 to 3. The students, moreover, did not know that a registration was kept. While young men may have been proportionally somewhat less conscientious about asking for leave, they were much more sharply questioned before it was granted; so that President Bascom accounts for the discrepancy on the ground that the young men are not so accustomed to confinement as the young women and that study is not so congenial to their habits. The president states, too, that the faculty, most of whom were at the outset opposed to coeducation and who have had years of observation both as to its relation to education and to the health of the young women, pronounce earnestly and unanimously in favor of the present method.—(Report of the board of regents of the State University, 1877, with catalogue and returns.)

OTHER COLLEGES.

In the other collegiate institutions mentioned in the Report of the Commissioner of Education for 1876, the courses and departments continue as then stated, except that in *Milton College*, Milton, there appear 2 preparatory years, instead of the 1 with which it was credited, and that in *Lawrence University*, Appleton, *Galesville University*, Galesville, and *Ripon College*, Ripon, there are schools of music not then noted, in Lawrence University one of painting also. *Carroll College*, Waukesha, not having advanced beyond a preparatory department, may be found in Table VI. *Northwestern University*, Watertown (Lutheran), not before mentioned from lack of return, reports English academic, preparatory, collegiate, and normal departments.

COLLEGES FOR WOMEN.

Two institutions in the State offer to young women exclusively the advantages of superior instruction which in the university and others they must share in common with young men. These are *St. Clara Academy*, Sinsinawa Mound (Roman Catholic), and *Milwaukee College*. The former does not report the number of instructors, but it has 87 students in its collegiate department, while the latter reports 15 instructors, with 359 students, 181 of them in preparatory and 51 in collegiate classes, 124 in partial and 3 in graduate courses. Among the studies in these institutions, music, drawing, painting, French, and German find place. Both have apparatus for the illustration of chemistry and physics, and both too report libraries of respectable size for the use of students.

The *Wisconsin Female College*, Fox Lake, does not report for 1877.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The department of agriculture of the State University is designed to give a thorough and extensive course of scientific instruction in which the leading studies shall be those relating to agriculture. The studies of the freshman and sophomore years are the same as in the department of science, agricultural studies being placed in the later years of the course.

The university also comprises departments of civil engineering, of mining and metallurgy, of mechanical engineering, and of military science.—(Catalogue, 1877-'78.)

THEOLOGICAL.

The two institutions for theological instruction reporting from this State are *Nashotah House*, under the care of the Protestant Episcopal Church, with 30 students and 5 instructors; and the *Seminary of St. Francis of Sales*, at St. Francis Station (Roman Catholic), having 132 students and 13 instructors. The course of study at the Nashotah House covers 3 years; that of the strictly theological department at the seminary, the same.

LEGAL.

The law department of the University of Wisconsin has a 2 years' course in the ordinary branches. Students who are not college graduates must be 20 years of age to enter this department and must pass an examination in the ordinary English branches. There was an attendance in 1877 of 38 students, of whom 12 had received degrees in letters or science.—(Catalogue of university and return.)

SPECIAL INSTRUCTION.

SOCIETY FOR THE PROMOTION OF HOME STUDY.

This association, apparently formed in 1877 at Milwaukee, is not a branch of the well known kindred one in Boston, but an independent society, organized for local work. From its opening circular we learn that it proposes to establish and carry on a school in which, by recitations, reading classes, and lectures, young persons and adults of both sexes may receive assistance in one or more branches included in the curriculum. There will be three school terms, corresponding with those of the city high school; and its sections for study, each with appointed leaders, will give their attention to such subjects as general history, English literature, German literature, political science and economy, mathematics, ancient languages, psychology, sociology, physics, and biology. In short, the association aims to make itself a sort of advanced school for those who wish to prosecute important studies, although engaged in the active pursuits of life.—(Secretary, R. C. Spencer, 418 Milwaukee street, Milwaukee.)

EDUCATION OF THE DEAF AND DUMB.

The Wisconsin Institute for the Deaf and Dumb, at Delaware, had during the year 1876–'77 a total attendance of 182 pupils, with an average attendance of 155, a number considerably in advance of any previous year. These were arranged in 9 classes or grades, each under the care of a teacher, while a tenth teacher gave instruction wholly by articulation to 7 pupils, and also taught articulation for a portion of each day to 20 others, all semi-mutes. The branches taught are the English language, arithmetic, algebra, history, and the elements of natural science. The employments are cabinet making, shoemaking, type setting, sewing, and household work.—(Return and printed report, 1877.)

EDUCATION OF THE BLIND.

The Wisconsin Institution for the Education of the Blind, at Janesville, taught, during the year 1876–'77, 91 persons—41 males and 50 females—who received instruction in music, history, algebra, rhetoric, grammar, arithmetic, geography, reading, and spelling; also in broom making, cane seating, crocheting, fancy work, sewing, and knitting, and in the weaving of rag carpets. Cane seating was taught to both boys and girls. During one hour of each day the youngest pupils are taught according to a modification of the Kindergarten system. Their improvement, especially in the use of their hands, is already manifest, and it is hoped that with more experience still better results may be secured.—(Return and printed report.)

REFORMATORY AND INDUSTRIAL TRAINING.

The State Industrial School for Boys, Waukesha, reported to the State superintendent 318 boys as present October 1, 1876, and 364 October 1, 1877, an increase greater than could be well accommodated till a new building then in process of erection should be completed. The institution is meant to be what its name indicates, an industrial school, and not a prison; a means for preventing crime, not for punishing it; a place of cheerful industry where the miseducation of ignorant or vicious parents may be corrected and such training given, such habits and principles inculcated, as will qualify the boys for ordinary pursuits and make them useful members of society. The older boys are required to go to school 4 hours each day and to work 5 hours, with 2 intermissions of half an hour each. The younger ones must attend school the same length of time, but need work only 4 hours daily. In the twenty years since the school was organized it has had more than one thousand boys under training, and its managers have had the pleasure of seeing a large proportion of them become good citizens.—(State report.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The twenty-fifth annual meeting of the Wisconsin State Teachers' Association was held at Green Bay July 17–19, 1877.

The address of President M. T. Park discussed many questions of interest to the schools, such as music in the public schools, drawing, State university, normal schools, principals' association, supervision of schools, text books, and teachers' institutes. Mr. Albert Salisbury, of Whitewater, read a paper on the "History of the Wisconsin Teachers' Association," which was afterward ordered to be published. Subsequently various topics were discussed, among them "Daily preparation of the teacher" and "Promotions in graded schools." A committee on a course of study for mixed schools then presented through Mr. Robert Graham a report which drew up no course, but which, in accordance with a recommendation, recommitted the subject to a committee of which the State superintendent was made chairman, with instructions to report at the semi-annual meeting in December. Dr. Walter Kempster, superintendent of the Hospital for the Insane at Oshkosh, then delivered a lecture on "Mental discipline." Miss E. C. Jones, of Sheboygan, read a paper on "The relation of teacher and parent," and Mr. W. N. Hailmann delivered before the association an address on "Kindergarten culture," which appears to have excited special interest and discussion. A paper was read by Miss Agnes Hosford, of Eau Claire, entitled "A woman's experience as superintendent of schools;" the report of a committee on the education needed for the citizen was presented by G. S. Albee, and accepted; the subject of Kindergarten culture was again taken up and discussed by Mr. Hailmann, Superintendent Harris, of St. Louis, President Phelps, Superintendent Searing, and others, and a committee of three was appointed to consider the subject and report at the winter meeting. Among the reports of committees presented and adopted at the close of the proceedings in the evening was one submitting resolutions against a State uniformity of text books and approving the efforts of State Superintendent Searing to prevent the proposed legislation on the text book question during the last session of the legislature. Senator Howe was present and made some remarks; after music by the band the association adjourned.—(State report and Wisconsin Journal of Education, August, 1877.)

The semiannual session of the association was held at Madison December 27 and 28, 1877. Business commenced with the presentation of reports by committees on normal schools, geological survey, and teachers' examinations. The first subject was discussed by Messrs. Reynolds, Phelps, Searing, Bascom, Pradt, Chandler, MacAlister, and Miss Stewart. After a paper by Mr. Salisbury, on the question "Is the teacher's profession overstocked?" Superintendent Searing read his report on a "State educational system," which was substantially the same as that given in this Report for 1875. The report was discussed by Messrs. Johnson, Walker, Wood, Shaw, Pradt, Phelps, Guernsey, MacAlister, Junor, Bascom, Chandler, Delaney, Rockwood, and Salisbury, a majority speaking in favor of the system proposed by the superintendent. A resolution was then passed adopting the report as expressing in its general plan the sense of the association. Reports were read from committees on the "Function of the high school," and on a "Course of study for mixed and graded schools," when Mr. Shaw followed with a paper on "The relation of the university to the high school." Superintendent Searing made some remarks concerning the possible discontinuance of the Wisconsin Journal of Education, and, on his motion, a committee of 5 was appointed to take into consideration the subject of educational journals. Fifteen minutes were then devoted to the discussion of certain questions growing out of the report of the committee on "Course of study for mixed and graded schools," said questions relating to the courses of instruction in the university. Dr. Bascom thought it would be wise to continue for some time the preparatory course of the university, having in view its entire removal at some future time, and that it is best to have Greek taught in all the high schools of the State in cities of 8,000 inhabitants. The association then listened to a report of President Albee, on the subject of oral and text book instruction, and afterward to a paper on "Rhetorical exercises," by W. H. Beach, another member of the committee. President Whitford, chairman of the committee on "Higher education and the university," was not present with his report, but a minority report was submitted by Mr. North, giving reasons why, in his opinion, the work of higher education should not be done by the State. A report of the committee on educational journals, recommending the continuance and efficient support of the Wisconsin Journal of Education, was adopted. A report of the committee on "Early withdrawal of pupils from school" was discussed and a new committee on the subject appointed. After hearing a report on a scientific institute and continuing the committee to carry out its recommendations, the association adjourned.—(State report.)

PRINCIPALS' MEETING.

An association of city superintendents and principals of high schools was formed, December 28, 1877, at Madison. Such an organization is desirable, it was claimed, from the fact that subjects of paramount interest to high school men could not receive sufficient attention in the general association.

"The relation of the high school to the university" was discussed by Professor Kerr, President Bascom, State Superintendent Searing, and several others. The general sentiment seemed to be that the preparatory department of the university should be discontinued and pupils prepared in the public high schools. The committee to which the subject was referred reported that, in their opinion, there should be such a close connection between the different parts of our educational system that pupils could advance directly from the common to the high school, and from the latter to the university; and it recommended that a 3 years' course in Latin and a 2 years' course in Greek, with the other subjects rendered necessary by such addition, be a part of the regular work in all high schools. After some discussion, the report, slightly modified, was unanimously adopted.—(State report.)

CHIEF STATE SCHOOL OFFICER.

Hon. WILLIAM C. WHITFORD, *State superintendent of public instruction, Madison.*

[Term, January, 1878, to January, 1880.]

ARIZONA.

STATISTICAL SUMMARY.

	1875–'76.	1876–'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6 to 21)	2,955			
Enrolled in public schools	1,213	903		310
Average daily attendance	900	580		320
SCHOOLS.				
School rooms for study	21	28	7	
Average duration of schools in days		190		
Estimated value of school property		$44,436		
TEACHERS.				
Men teaching	15	6		9
Women teaching	6	25	19	
Average monthly pay of men	$110	$100		$10
Average monthly pay of women	90	50		40
INCOME AND EXPENDITURE.				
Total receipts for public schools	$31,449	$20,708		$10,441
Total expenditures	28,744	18,407		10,337

(From a special return for 1877 of Hon. John P. Hoyt, governor and ex officio superintendent of public instruction.)

OFFICERS OF THE TERRITORIAL SCHOOL SYSTEM.

GENERAL.

A *territorial board of education*, composed of the governor, secretary, and treasurer of the Territory, devises plans for the improvement and management of the public school funds and for the better organization of the schools of the Territory.

The duties of *superintendent of public instruction* are devolved by law on the governor, who acts as president and executive officer of the board of education and makes annual report to it.

LOCAL.

For *county superintendence*, the probate judges of the several county courts are utilized, the judge in each county being made ex officio superintendent of public schools for his county, with the ordinary duties of such an officer.

A *board of examiners for each county* is formed of 3 persons appointed by the governor, the county superintendent to be one of said board and ex officio chairman. Its duties are to examine applicants for positions as teachers in the public schools and to give certificates valid for 2 years to such as pass a satisfactory examination.

District boards of trustees for each district, composed of 3 persons each, are chosen by the people at the general elections for county officers for the care of the school property of their district and the management of its school or schools.

ELEMENTARY INSTRUCTION.

EXPLANATORY.

The school reports in Arizona, though required by law to be made annually to the territorial board, are published only once in two years. The last issued having been for 1875 and 1876, no other is due till the opening of 1879. Meanwhile, the preceding statistics for 1876–'77, kindly furnished by Governor John P. Hoyt, give a tolerably clear comparative view of the general condition of the school system, which seems at most points to have retrograded since 1876.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. John C. Frémont, *governor and ex officio superintendent of public instruction, Tucson.*

[Term, 1878–1880.]

DAKOTA.

STATISTICAL SUMMARY.[1]

	1875–'76.	1876–'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5 to 21)	10,396	11,046	650	....
Enrolled in public schools	5,410	6,431	1,021	....
SCHOOLS.				
School districts	328	369	41	....
Ungraded schools	....	235	....	....
Graded schools	....	5	....	....
Average duration of school in days	....	75.6	....	....
School-houses reported	215	135	....	80
Value of school property	$41,784	$37,037	....	$4,747
TEACHERS.				
Men teaching	85	100	15	....
Women teaching	181	154	....	27
INCOME AND EXPENDITURE.				
Total receipts	$52,008	$37,668	....	$14,340
Total disbursements	50,002	27,362	....	22,640

(From printed report and special return for 1877 of Hon. W. E. Caton, territorial superintendent of public instruction.)

OFFICERS OF THE TERRITORIAL SCHOOL SYSTEM.

GENERAL.

A *territorial superintendent of public instruction*, nominated by the governor and confirmed by the council at each biennial session of the legislative assembly, has general charge of the interests of public schools.

LOCAL.

A *county superintendent of public schools* is elected by the people of the county every two years, at the same time and in the same manner as other county officers, for the supervision of the county free schools.

District school boards are composed of a director, clerk, and treasurer elected at the annual town meeting for terms of 3 years each, one-third to be changed yearly. They have the care of the school-houses and management of the district schools.—(School law of 1877.)

ELEMENTARY INSTRUCTION.

INCREASED INTEREST IN THE SCHOOLS.

The territorial superintendent reports a very general increase in the interest of school officers and others in the subject of public instruction throughout the Territory, and a marked advance in the public schools during the year. This he ascribes mainly to the efforts of county superintendents, who in many of the counties visited schools, conferred with district officers, and became personally acquainted with the wants of the schools.—(Territorial report.)

FINANCIAL REPORTS.

A correct report of the financial condition of the school districts cannot yet be given, since district treasurers have not been called upon for such reports hitherto; many have kept no account of the receipts and expenditures of their districts, merely reporting at the annual school meeting that they had paid out all they had received from the county treasurer, which statement was received in lieu of a financial report. It is hoped, however, that hereafter no difficulty will be found in making the necessary legal report, since county superintendents have been instructed to visit the various school districts and assist the officers in starting a set of books which will furnish an exact statement of the financial condition.—(Territorial report.)

SCHOOLS FOR INDIANS.

At the Yankton Agency there were 3 schools in operation during 1876–'77, having 4 teachers, 3 of them men. In two of the schools there was a total enrolment of 120 pupils, 69 boys and 51 girls; the other had 35 girls, but it does not give the number of boys attending. The school-houses were frame and in good condition. Spelling, reading, arithmetic, geography, and English grammar were the branches taught, both English and Dakota text books being used in giving instruction. There were also 2 schools taught for the Yankton Indians at Fort Buford; one having 17 pupils enrolled, the other, 8.

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[1] No reports were received from Armstrong, Brûlé, Lawrence, and Stutsman Counties.

At Standing Rock Agency a school with 30 Indian boys enrolled is taught by two Benedictine monks, and a small one for girls is taught by Mrs. De Gray. As there is no boarding school for girls here, some of her pupils come six or seven miles to school.—(Territorial report.)

CITY SCHOOL SYSTEM.

YANKTON.

Organization.—The schools are under the management of a board of education consisting of 8 members, who are elected for terms of 4 years, 2 going out of office each year. The secretary of the board is ex officio superintendent of the city schools.

Statistics.—School population (5 to 21 years of age), 935; number enrolled, 691; average daily attendance, 397; per cent. of attendance, 93.1; number of schools (including 1 high, 2 grammar, and 6 primary), 9; number of sittings provided, 486; number of teachers, 11.

Other information.—One of the most important changes during the year in school affairs is the adoption of the "library plan" for furnishing text books. By this plan the board owns all the text books used in the schools and, to pupils who are able to pay, rents for the term those of the books which cost over 25 cents at an advanced fee equal to about one-fifth of the cost; the needy receive them free, as formerly. Books valued at 25 cents or less are sold at first cost, transportation and exchange included. These are used principally by pupils in the first or lowest grade, and it is considered that they are more liable to be destroyed than those which are used by older children. The plan has thus far given satisfaction.—(City report, 1877.)

TRAINING OF TEACHERS.

TEACHERS' INSTITUTES.

Territorial and county institutes appear to be the only means yet provided for the professional training of teachers. The superintendent, however, has recommended that some action be taken by the territorial legislature toward the establishment of a normal school. County institutes lasting a week were held in Yankton, Turner, Lincoln, and Union Counties, and resulted in awakening among the people a new interest in the professional training of teachers.

TERRITORIAL TEACHERS' INSTITUTE.

The annual institute for the teachers of Dakota was held at Yankton, beginning September 3 and continuing five days. While the attendance was not as large as was desired, it was much greater than ever before. Thirty-six teachers and ten or eleven superintendents were present, and a number of district school officers visited several of the sessions.

Each day exercises comprising practical lessons on the best means of teaching the different branches were given by experienced educators and afterward criticised by committees appointed for that purpose.

During the evening sessions, papers and addresses of more general interest were presented by some of the most prominent educationists of the Territory. Gen. W. H. H. Beadle delivered an address showing the importance of education to national and moral well-being. Superintendent Caton read a paper by Mrs. L. W. Slaughter, superintendent of Burleigh County, on the "Relations of education and labor." Essays were read by Mr. J. C. Scott, on "The tendencies of the times," and by Mr. A. W. Barber, on "The spirit of the school law." Superintendent Caton, besides delivering the opening address, took a prominent part in the exercises every day. These were enlivened by music and by occasional discussions of the subjects before the meeting. One on school government called the attention of teachers especially to the importance of mildness in discipline and of having but few rules.

Altogether, this institute appears to have been not only successful in its results, but a very pleasant occasion to those attending.—(Territorial report.)

EDUCATIONAL CONVENTIONS.

COUNTY ASSOCIATIONS.

Teachers' associations have been organized in Minnehaha, Turner, and Union Counties. It is expected that these associations will have a tendency to interest both teachers and patrons, so that they may coöperate in the public school work.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. W. E. Caton, *territorial superintendent of public instruction, Elk Point.*

DISTRICT OF COLUMBIA.

STATISTICAL SUMMARY.

	1875–'76.	1876–'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Total population, U. S. census, 1870	131,700	131,700	....	....
School population (6 to 17 years) 1870	31,671	31,671	....	....
Colored school population, 1870	10,494	10,494	....	....
Enrolled in public schools	19,629	21,264	1,635	....
Colored children enrolled	5,454	5,954	500	....
Total average daily attendance	14,907	16,318	1,411	....
Average daily attendance of colored pupils.	4,354	4,749	125	....
Estimated number in private schools	....	7,692	....	....
SCHOOLS.				
Number of school rooms for study	289	293	4	....
Number of seats provided	16,104	17,587	1,483	....
Average duration of school in days	191	188	....	3
Value of public school property	$1,164,606	$1,169,614	$5,008	....
TEACHERS.				
Men teaching	26	31	5	....
Women teaching	281	299	18	....
Total number of teachers	307	330	23	....
Average monthly pay of men	$120 00	$96 17	....	$23 83
Average monthly pay of women	80 00	71 21	....	8 79
INCOME AND EXPENDITURE.				
Total receipts for public schools	$223,372	$370,996	$147,624	....
Total expenditures	405,828	370,996	....	$34,832
EXPENDITURE PER CAPITA—				
Of school population	$11 12	$10 90	....	$0 22
Of enrolment	17 95	16 24	....	1 71
Of average daily attendance	23 64	21 16	....	2 48

(Report of Superintendent J. O. Wilson for 1876–'77 for the District of Columbia, and of G. F. T. Cook for schools for colored children.)

ELEMENTARY INSTRUCTION.

ORGANIZATION.

The public schools of the District are under the control of one board of trustees, composed of 19 members, 14 white and 5 colored; 14 of them being from the cities of Washington and Georgetown and 5 from the county. There are two superintendents, one having charge of the white schools in the cities and of both classes of schools in the county, and the other of the colored schools in the cities. The members of the board and the superintendents are appointed by the Commissioners of the District of Columbia, and hold office at their will. The executive officers of the board are subboards, superintendents, supervising principals, principals, and teachers, ranking in the order named. Members of subboards receive no pay; all other officers are salaried. Men are employed as supervising principals and as assistants in eighth and ninth grade boys' schools, and may be employed in seventh grade boys' schools in the cities and in mixed, ungraded schools in the county. All other teachers in the public schools are women.

Sixty pupils are allowed to each teacher of a graded school and 45 to each teacher of an ungraded school. Half day schools are permitted only in the first and second grades, composed chiefly of children six to eight years old. About two-thirds of the school population are white and one-third colored. The two races are separated in the public schools, but like advantages are afforded to each. The schools for whites are taught exclusively by white teachers, those for colored children principally by colored teachers.

Four systems of schools came under the care of the board when consolidated in 1874. In the county schools and in the colored schools the boys and girls were taught in the same rooms, while in the white schools of the two cities the practice was generally the other way. In a few cases separate buildings were provided; but for the most part boys and girls attended school in the same building, occupying separate school rooms. Since then no change has been made in this respect, except where for special reasons it has been found expedient in city schools to put boys and girls together; and so far as this has been done, good results have followed. The boys have grown more respectful and are more easily governed; the girls have lost nothing in ladylike deportment and have gained somewhat in self reliance. Better conduct on the streets and a more tidy personal appearance of both boys and girls have been noticed by citizens and pointed out to members of the board.—(Report of Superintendent Wilson.)

CITY SCHOOLS FOR WHITE CHILDREN.

Statistics.—There are in Washington and Georgetown 205 public schools for white children, of which 80 are for boys, 84 for girls, and 41 for both. The total enrolment was 13,105; average enrolment, 10,805: and average daily attendance, 10,257. There was an increase during the year of 1,022 in total enrolment, of 974 in average enrolment, and of 914 in average daily attendance. The percentage of the white school population enrolled was 67.2; the percentage of attendance based on average enrolment was 94.9, a decrease of .2 of 1 per cent. from that of the previous year. Of the 220 teachers employed 4 were teachers of vocal music and 2 of drawing; all but 13 were women; 157 were educated in the public schools and 78 were graduates of normal schools. Besides the number attending public schools, as given above, there was an estimated enrolment in private and parochial schools of 6,760.

Course of study.—The elementary part of the course extends through a period of eight years, and includes the study of reading, spelling, penmanship, arithmetic, English grammar, geography, United States history, vocal music, drawing, elements of algebra, and some oral instruction in natural science. The high school course commences, and at present ends, with the ninth year. The normal school takes up the work at this point and gives one year of professional training to a limited number of girls who desire to become teachers in city schools.

Drawing.—Owing to the excellence of the system pursued (Walter Smith's), and to the fidelity and skill with which it has been taught, the instruction in drawing has been giving results equal to those attained in other studies. When this system was introduced into the public schools, in 1874, the teachers had neither a knowledge of the methods of teaching nor of the subject to be taught. They showed, however, a desire to learn both, and classes embracing nearly the entire corps of teachers were immediately formed and placed in charge of Mrs. Fuller, the supervisor of this department. They have met regularly every Saturday during the first half of the school year, and will continue to meet until there is no longer any necessity for it.

Candidates for admission to the normal school were for the first time examined in drawing in 1877. It is intended to advance the normal course of instruction in this study from year to year as progress in the lower grades shall justify it, so that in a few years the schools will have excellent teachers in drawing.

CITY SCHOOLS FOR COLORED CHILDREN.

Statistics.—In 1870 the colored population of Washington and Georgetown was 38,726; it is estimated to have reached in 1877 about fifty-one thousand, and the school population over eleven thousand. Public school provision has been made for a little over forty per cent. of this population. The number of sittings in 1876–'77 was 4,809, an increase for the year of 307. There were 79 schools in operation during the year, of which 64 were primary, 14 grammar, and 1 high. The enrolment was 5,954, being 500 greater than that of 1875–'76. The average daily attendance was 4,749, which was 98.1 per cent. of the average enrolment.

Punctuality and attendance.—In these schools, where the circumstances of the population are unfavorable to even fair results in attendance, the degree of excellence shown year after year in regular as well as punctual attendance is remarkable. Of 13 schools which had no case of tardiness during the year, not one had a percentage of attendance less than 96.9; and of 20 schools having one case and not more than 3, the lowest percentage of attendance was 97.2. The inference is valid that these good results in one item are not obtained at the expense of excellence in others.

Discipline.—The discipline of the schools, as a whole, was good. There were 366 cases of corporal punishment and 141 of suspension, the former being 68 more and the latter 5 less than those of the previous year. In 16 schools there was not a case of corporal punishment, in 33 not one of suspension, and in 6 not one of either method of punishment. The discipline was of the highest order in nearly all the schools in which punishment was seldom inflicted.

Drawing.—In this study the results, as a whole, were good. The progress of those schools which were under the immediate instruction of the special teacher was excellent. The great aptitude and fondness for this study manifested in all grades, however, necessitate the utmost vigilance and caution in order to repress the haste of pupils, which is fatal to accuracy and real excellence.

Music.—The close of the third year of thorough and systematic instruction in music in these schools disclosed very satisfactory results. Sufficient progress has been made to permit very fair grading throughout the primary and grammar schools. Those of the lowest grades were taught by the regular teachers, while the others were under the care of 2 special teachers, who gave in each school 2 lessons a week.—(Report for 1876–'77 of Hon. G. F. T. Cook, superintendent of schools for colored children.)

COUNTY SCHOOLS.

The whole number of pupils enrolled in the county schools during the year 1876–'77 was 2,205, an increase of 93 over the preceding year; and the number of teachers employed was 37. Although the increase in enrolment was not large, there was a decided gain in regularity of attendance, orderly habits, and scholarship. These schools have been greatly benefited by their union with the city schools under the same board of trustees, the same rules and system of supervision, and with the same text books and course of study. School-houses and premises are kept in better condition than formerly, pupils are seated more comfortably, school rooms are better furnished with the necessary appliances for teaching, and teachers are emulating whatever is best in the city schools.—(Report of Hon. J. O. Wilson, superintendent of schools.)

KINDERGÄRTEN.

For statistics of 5 schools of this class, see Table V of the appendix, and the summary of these statistics in the Report of the Commissioner preceding.

TRAINING OF TEACHERS.

THE WASHINGTON NORMAL SCHOOL.

During the year 1877 the facilities for professional training in this school were increased by the addition of a school for observation and practice. The course of study is limited to one year, and the aim from the first has been to admit no candidate who has not the requisite qualifications for a teacher, so that the year may be devoted exclusively to professional work. The attainments of pupils first admitted did not quite reach the standard, and some academic work had to be done, but succeeding classes have come nearer to it, and it will eventually be reached. At the examination for admission in June, 1876, there were 41 applicants having the qualifications required; and of this number, the 20 ranking highest were admitted, and graduated in 1877. Graduates who have taught in the public schools of the city one year and have given satisfactory evidence of their ability to instruct and govern a school receive diplomas equivalent to third class certificates. Such diplomas were given in 1877 to 15 graduates. This school has graduated during the 4 years of its existence 76 teachers, of whom 70 are employed in the city schools.

MINER NORMAL SCHOOL.

This normal school for colored young women was formed in 1877 from the normal class of the high school for colored pupils. Only graduates of the high school are admitted, and they must be recommended by the principal of the school and the superintendent of colored schools, and approved by the trustees of the Miner School. After graduation, and after passing the required examination in teachership, they are to have preference over all other candidates for appointment as teachers of primary grades in the colored schools.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

No high school has yet been opened for the white pupils of Washington and Georgetown, but all in the ninth grade grammar schools are doing high school work, and the necessity for the establishment of a high school for these has been for some time apparent. There was an enrolment of 145 pupils in the ninth grade, of whom 91 were boys and 54 girls. The average daily attendance was 116.

The high school for colored pupils has dropped its preparatory grade, and is now composed wholly of pupils pursuing high school studies. The course of study at this school has been necessarily restricted to 3 years, but since the transfer of its normal class to the Miner Normal School and the disappearance of some other causes which made the short course necessary, it is hoped that the time is near when the school may be established on a more comprehensive and liberal basis. There was a total enrolment of 94 pupils in high school studies. A class of 11 was graduated in the summer of 1877.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools or departments of colleges, see Tables IV, VI, VII, IX of the appendix following, and the summaries of them in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES.

For statistics under this head, see Table IX of the appendix, and the summary of it in the Report of the Commissioner preceding.

There appears to have been no important change since 1876 in the departments or courses of instruction connected with the institutions reporting, viz, *Columbian University*, *Howard University*, and *National Deaf-Mute College*, Washington, and *Georgetown College*, Georgetown.

The collegiate department of Columbian University (Baptist) embraces 7 distinct schools, among which are those of Latin, of Greek, and of modern languages.

Georgetown College, a Roman Catholic institution, under the control of the Society of Jesus, is adding elegant and extensive buildings.

Howard University is non-sectarian, and admits both sexes and all races.

The National Deaf-Mute College (non-sectarian) is a department of the Columbia Institution for the Instruction of the Deaf and Dumb. The college was organized in 1864, and authorized to confer collegiate degrees. Its first object was to provide for deaf-mutes an opportunity (not offered elsewhere) to obtain a collegiate education; another was to prove, what had been doubted by some, that the deaf and dumb can engage successfully in collegiate studies. The truth of this proposition has been amply demonstrated by the experience of the college, while the expressions of interest which the enterprise has elicited both in Europe and America show that the undertaking is approved. That a demand exists for such a school is shown by the fact that up to the collegiate year 1875–'76 there had been connected with the college 136 youths, representing 28 States and the District of Columbia.

PROFESSIONAL INSTRUCTION.

THEOLOGICAL.

The *Theological Department of Howard University* is under the joint supervision of the Presbytery of Washington and of the American Missionary Association, New York City, and its professors are of four religious denominations. The regular course of study covers 3 years. There were 9 graduates in the summer of 1877; and during the fall term succeeding commencement there were 32 students attending, all colored men, of whom 2 had received a collegiate degree.—(Catalogue.)

Wayland Seminary is sustained by the American Baptist Home Mission Society for the benefit of the colored race, the object being to provide preachers and teachers for the South and, eventually, missionaries for Africa. The departments are normal, academic, and theological. The course of study in the last covers 3 years.—(Catalogue.)

LEGAL.

The *Law School of the Columbian University* provides an undergraduate course of instruction covering 2 years and a graduate course of 1 year. Pupils are admitted to the former without examination, but graduation depends upon success in mastering the daily exercises and passing the final examinations. The exercises of the school are held after usual office hours, thus enabling young men engaged in Government offices to attend. The graduate year is devoted to common law practice and equity pleadings and practice. There were 49 graduates at the commencement of 1877, and during the following term the attendance numbered 134.

The *School of Law of Georgetown University* provides a 2 years' course of study and admits pupils without examination. The general plan of instruction embraces lectures, examinations, recitations, and moot courts. Recitations are held during the evening, so as to accommodate some students who are occupied through the day and to enable others to use the public law libraries and attend the courts. This school graduated 15 students at the commencement of 1877, and had an attendance during the following term of 21.

The *Law Department of Howard University* was suspended during the year 1876–'77, but it has since resumed operations. The course of study covers 2 years. Applicants for admission, unless graduates of some college, are required to pass a satisfactory examination in algebra, geometry, Latin, logic, and mental science. There were 6 students attending during the fall term of 1877.

The *National University Law Department* examines in advance candidates for admission who are without evidence of collegiate study or its equivalent. No statistics from it for 1877 have been received.

MEDICAL.

The *National Medical College of the Columbian University* reports 5 graduates at the commencement of 1877 and 53 students attending during the fall term of that year. The plan of instruction comprises a course of didactic lectures on the seven essential branches of medical science, namely, anatomy, physiology, materia medica, chemistry, surgery, obstetrics, and the theory and practice of medicine, united with practical instruction at the bedside of the sick.

The *Medical Department of the University of Georgetown*, in compliance with the demand for a higher standard of proficiency, has adopted a 3 years' graded course of study, each collegiate year or term embracing 7 months. Attendance upon all three courses is obligatory before the student may apply for final examination. This school graduated 2 students in 1877, and reports an attendance of 46.

The *Medical Department of Howard University* graduated 10 students at the commencement in 1877, and had an attendance of 48 during the fall term of that year, of whom 5 had received a collegiate degree. The course of study covers the usual 3 years. There is no charge for tuition except $5 a year for incidental expenses.

The *National College of Pharmacy*, Washington, opened in 1873, reports 23 students, 3 instructors, and 5 graduates at the commencement of 1877. The course of study comprises 2 years' attendance on lectures, but students, in order to graduate, must have had 4 years' practical experience.—(Return.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Columbia Institution for the Deaf and Dumb, near Washington, had 107 pupils under instruction in 1877, of whom 94 were males and 13 females. Since its organization in 1857, it has given instruction to 350 pupils, of whom about thirty have become teachers in similar institutions. The institution is sustained mainly by Congress, and gives free instruction where necessary to deaf-mute children of the District of Columbia, and to those whose parents are in the United States Army or Navy. In the primary department the branches are those usually taught in common schools; high school and collegiate branches are attended to in the collegiate department. The employments taught are cabinet making and carpentry.—(Return and printed reports.)

CHIEF SCHOOL OFFICERS IN THE DISTRICT.

Hon. J. ORMOND WILSON, *superintendent of schools for white children in Washington and Georgetown and of the county schools, Washington.*

Hon. GEORGE F. T. COOK, *superintendent of schools for colored children in Washington and Georgetown, Washington.*

IDAHO.

STATISTICAL SUMMARY.

	1874-'75.	1875-'76.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-18)	3,852	2,777	....	1,075
Attending public schools	2,093	2,724	631	....
SCHOOL DISTRICTS.				
Number of school districts	81	77		4
INCOME AND EXPENDITURE.				
Receipts for public schools	$23,734	$36,214	$12,480	....
Expenditures for them	18,478	16,590	....	$1,888

(From report of Hon. Joseph Perrault, territorial superintendent of public instruction for the 2 years indicated.)

OFFICERS OF THE TERRITORIAL SCHOOL SYSTEM.

GENERAL.

By an amended law of 1877, the territorial controller is, as before, constituted territorial superintendent of public instruction, and an amendment makes it his duty to exercise a general supervision over the public schools.

LOCAL.

Since 1875, the auditor of each county is ex officio county school superintendent, except in Alturas and Boisé Counties, where the probate judge of each county is to act as superintendent, the new law making no change in these respects.

For school districts, as under the law of 1875, 3 school trustees are chosen at the annual district meeting of each organized district to care for the schools, employ teachers, and perform the other duties of such officers. By the new law it is made a part of their care for schools that they shall keep the houses in repair and furnish them with several distinctly specified conveniences.

THE TERRITORIAL SCHOOL SYSTEM.

INFORMATION LACKING.

The school reports in this Territory are biennial, and the last one being for 1875 and 1876 none is due till 1879. No information has been received at this Office from any source on which can be based either a summary of school statistics or any general statement regarding the present condition of the educational interests of the Territory. In reply to a letter of inquiry the governor, Hon. M. Brayman, kindly furnished a list of school officers for 1877, and added:

"We have no universities, colleges, academies, or seminaries. We have several private schools well conducted and liberally patronized. I will endeavor to secure and furnish you their statistics.

* * * * * * *

"Under section 1946 of the Revised Statutes of the United States two sections of land are reserved in each township for school purposes, but thus far this gift is practically unavailable.

"Unfortunately our legislation in former years was so unwise and extravagant as to plunge the Territory into debt so seriously as to create an excuse or a necessity for dispensing with an independent and appropriate school management and attaching the duties of territorial and county superintendents to other offices. * * * Thus our school system is made a 'side show,' not well grounded in public sympathy nor receiving sufficient intelligent and zealous care."

CHANGES IN THE LAW.

The new law of 1877, previously referred to, adds to the former one an amendment making it the duty of the county commissioners in each county to levy, with the taxes for county and territorial purposes, a tax of 5 to 8 mills on the dollar for school purposes, instead of the 2 to 5 in the law of 1875. For the further support of public schools the county treasurer of each county is to set apart for the school fund the product of all fines and forfeitures for breach of penal laws. From the former source particularly, and to some extent from the latter, there must come considerable increase of the school revenue.

Improvements are made, too, in the matter of the assessment of district taxes, giving power to trustees to enforce the collection of such taxes as have been voted by the district meeting, and to add 5 per cent. to such as remain unpaid after 30 days' published notice. Trustees are allowed, without a vote of the district, to levy and collect a rate bill for school-house repairs not exceeding $25; the bills are to be paid by parents and guardians of pupils attending, in proportion to the number of such pupils sent by each; no pupil, however, is to be prohibited from attending the school on account of the inability of a parent or guardian to pay.

The marshal annually appointed to take a census of the children of school age in each district is now to be sworn to the faithful performance of his duties; but one of the most important clauses of the old law of 1871—which required county superintendents to visit each school in their counties at least once each year, to exercise a general supervision over their interests, and to aid minor officers in promoting these—is not restored.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. JOSEPH PERRAULT, *territorial controller and ex officio superintendent of public schools, Boisé City.*

INDIAN TERRITORY.

[The information under this head refers to Indian education throughout the United States, as well as in Indian Territory; the enumeration, however, does not include the Indians in Alaska.]

STATISTICAL SUMMARY.

POPULATION AND ATTENDANCE.

Number of Indians in the United States	250,809
Number who are of mixed blood	27,749
Pupils in Indian Territory attending school 1 month or more	5,496
Pupils belonging to other tribes attending school 1 month or more	6,019
Aggregate average attendance of the last number	3,598
Largest average monthly attendance of the same	4,774

SCHOOLS.

School buildings on Indian reservations	366
Boarding schools on Indian reservations	60
Day schools	270

TEACHERS.

Men teaching among the Indians	200
Women teaching	237

INCOME AND EXPENDITURE.

Received from Government, $209,337; tribal funds, $81,989; other sources, $46,053	$337,379
Expended for salaries, $194,413; other expenses, $142,966	337,379

INDIANS WHO CAN READ.

Indians who can read in English	23,871
Indians who can read in Indian languages	17,269
Indians who can read both languages	8,806
Adults who can read	23,196
Youths who can read	17,201
Indians, excluding those in Indian Territory, who have learned to read during the year	1,206

(From the report for 1877 of Hon. E. A. Hayt, Commissioner of Indian Affairs.)

GENERAL CONDITION.

PROGRESS OF INDIAN CHILDREN IN THE SCHOOLS.

Commissioner Hayt reports that there is much encouragement to work for the gradual elevation of the partially civilized adult Indians, and especially of the youth of both sexes; a very considerable advance has been made. The Indian youths in the schools show surprising progress in penmanship and drawing, and can be taught the ordinary branches of a common school education as readily as white children, except, perhaps, arithmetic.—(Indian report.)

COMPULSORY ATTENDANCE.

In view of the fact that our chief hope for the civilization of the Indian is in the education of the young, the commissioner urges that every effort be made to bring Indian children into schools. He advises the establishment of a rule making it compulsory upon all Indian children between 6 and 14 years of age to attend school, and requiring English alone to be spoken and taught therein. As many as possible, he says, should be placed in boarding schools, which possess advantages in every way over the others. Forty children, it is stated, can be boarded and instructed at an annual expense of $125 each, the cost being slightly reduced in schools containing a larger number of pupils.—(Indian report.)

INCREASED APPROPRIATIONS NEEDED.

Commissioner Hayt recommends the appropriation of $50,000 as a special fund for the establishment and support of additional schools wherever, in the judgment of the Secretary of the Interior, they may be most needed. In addition to the ordinary schools, the establishment is particularly recommended of industrial schools, in which those over 14 years of age may be taught the various trades.

The commissioner also advises that provision be made to give a higher education in normal schools at the East to such Indian youths as are sufficiently advanced to enable them to enter those schools.—(Indian report.)

SCHOOLS OF THE FIVE NATIONS.

As far as can be ascertained from the records of the Indian Office, the schools of the nations inhabiting the Indian Territory are substantially as reported in 1876, namely, among the Cherokees, 75 common schools, held for 10 months in the year, with 2 commodious schools of higher grade, a manual labor school, and an orphan asylum; among the Creeks, 28 public day schools, 2 manual labor schools, and 5 mission boarding schools, besides provision for educating 18 young men in the schools of the States; among the Choctaws, 54 day schools, 1 boarding school with about 50 pupils, and several private schools sustained by tuition fees; among the Chickasaws, 13 district common schools and 4 high schools; among the Seminoles, 5 ordinary schools and 1 academy or boarding school, under the supervision of the Presbyterian Board of Home Missions.

Among the Cherokees, and probably among the others, no person can be employed to teach a public school without passing a satisfactory examination before an examining board, and producing a certificate of qualification based upon the result of such an examination.

SUPERINTENDENTS OF INDIAN SCHOOLS.

Dr. S. W. Marston, United States Indian agent at Muscogee, in the Indian Territory, has kindly furnished the following list of Indian school officials for 1877–'78:

J. F. THOMPSON, *president of the Cherokee board of education, Tahlequah.*
E. McCUSTAIN, *superintendent of Choctaw public schools, Red Oak.*
WILLIAM McCOMB, *superintendent of Creek public schools, Eufaula.*
JOSHUA HIGHTOWER, *superintendent of Chickasaw public schools, Oak Lodge.*
JOHN CHUPCO, *superintendent of Seminole public schools, Wewoka.*

MONTANA.

STATISTICAL SUMMARY.

	1875–'76.	1876–'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (4–21)	4,271	4,892	621	....
Enrolled in public schools	2,734	4,597	1,863	....
SCHOOLS.				
Number of school-houses	83	....	....	....
Estimated value of school property	$56,080	$80,000	$24,000	....
TEACHERS.				
Men teaching	64	36	....	28
Women teaching	46	64	18	....
Whole number of teachers	110	100	....	10
Average monthly pay of teachers	$63 50	$64 32	$0 82	....
INCOME AND EXPENDITURE.				
Receipts from taxation	$35,287	$37,092	....	$1,805
Total expenditures	50,134	54,104	$3,970	....
Expenditure per capita of school population	9 08	11 05	1 97	....

(Report for 1876 of Hon. Cornelius Hedges, and special return for 1877 from Hon. Clark Wright, territorial superintendents of instruction in those years.)

OFFICERS OF THE TERRITORIAL SCHOOL SYSTEM.

The Montana school law provides (1) a superintendent of public instruction, appointed by the governor, with consent of council, for 2 years; (2) county superintendents, chosen by the people for terms of 2 years; (3) board of trustees of 3 members, elected for terms of 3 years each, one to be changed annually by new election; (4) district clerks, chosen at the annual district meeting, to keep a record of its proceedings, take a school census, and provide school supplies.

ELEMENTARY INSTRUCTION.

EXPLANATORY.

The school reports of Montana are biennial, and none is available for 1877. Superintendent Wright, however, in addition to the statistics of the preceding summary, has furnished a statement respecting educational affairs in the Territory from which the following extracts are given:

BRANCHES TAUGHT.

All schools are taught in the English language, and instruction is given in the following branches: Reading, writing, orthography, arithmetic, geography, English grammar, history of the United States, and such other studies as may be authorized by the trustees of the district.

SCHOOL BUILDINGS.

Two very excellent school buildings were erected within the year 1877, one at Bozeman and the other at Butte, at a cost of over $25,000.

SCHOOL REVENUES.

Very few of the States, and none of the Territories, unless the District of Columbia be so considered, surpass Montana in the amount of money raised per capita of school population for educational purposes. Unfortunately, Congress has made no provision whereby the lands donated to public schools can be made available until the Territory becomes a State. The people are thus obliged to rely entirely upon taxation for the support of public schools.

TRAINING OF TEACHERS.

TEACHERS' INSTITUTES.

An act passed by the last legislature provides that each county containing 10 or more organized districts may hold a teachers' institute when the county superintendent believes that the educational interests of his county would be promoted thereby. The institute is to continue not less than two nor more than five days, and all teachers attending shall be allowed their usual pay while in actual attendance.

Deer Lodge County was the first to avail itself of the benefit of the new law. The institute convened February 11, with all the teachers of the county in attendance, and the interest was well sustained to the close of the session, which lasted 5 days. It was resolved that the interests of Deer Lodge County demand the establishment of a high school, in which the useful and ornamental branches shall be taught.

SECONDARY INSTRUCTION.

ESTABLISHMENT OF A COLLEGIATE INSTITUTE.

Contemporaneous with the session of the teachers' institute was an effort on the part of the citizens to establish a collegiate institute, the first school of a higher grade in the Territory. The result was $18,000 subscribed, an organization effected, trustees chosen, a site selected, and the good work is still progressing. It is designed that this "Collegiate Institute" shall meet the demand for a collegiate preparatory school not only in Deer Lodge County, but in the entire Territory.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. C. WRIGHT, *territorial superintendent of public instruction, Helena.*

NEW MEXICO.

EXPLANATORY.

The only official information as to New Mexico for 1877 is a general statement from Secretary Ritch that the condition of public school education in the Territory has not varied materially from what it was represented by him to be in 1875.

A letter, however, has been received from Rev. A. J. Semmes, M. A., M. D., of Pio Nono College, Macon, Ga., giving an account of the educational work of the Roman Catholic Church in the Territory, from which the following extracts are made:

STATEMENT OF DR. SEMMES.

"In 1848, soon after the cession of the Territory of New Mexico to the United States by the Republic of Mexico, and after the organization of the territorial government, the national council of the Catholic Church of the United States, representing some five millions of American citizens, adopted a resolution for the establishment of an additional American diocese, with the sanction of Pius IX, the presiding Bishop or Pope of the Church. In virtue of this action of the council of Baltimore, the Catholics of New Mexico were withdrawn from the jurisdiction of the Mexican Church and passed under that of the Church of the United States.

"A few months after the passage of the act of Congress organizing the Territory of New Mexico, Rev. Dr. Lamy, a clergyman of the American Catholic Church, was appointed bishop of Santa Fé, and, accompanied by the newly appointed governor, judges, marshal, and secretary to the capital of the Territory, he proceeded to organize the new diocese in accordance with American ideas by the introduction of schools.

"The Constitution and laws of the United States being now in force in the newly acquired Territory, and the church being liberated from slavery to the state, as under the Mexican régime, Dr. Lamy proceeded to reform abuses, enforce discipline, and establish schools for the education of the people. He introduced American and European teachers and missionaries, and inaugurated other practical measures for the moral and intellectual improvement of the people, who had enjoyed little or no peace, order, or real liberty under the old régime.

"In 1853, a first class female academy under the charge of the Sisters of Loretto (an association of highly educated and refined Christian ladies) was opened. In 1858, St. Michael's College was founded, in Santa Fé, and superior schools for males and females were established in Taos, Mora, Las Vegas, Bernalillo, and Las Cruces.

"According to the official statistics in the United States Catholic Almanac for 1877, in the Territory of New Mexico there were in full operation 1 college, 6 academies, and 1 orphan asylum under private control—not including the free territorial schools supported by taxation—in a total population of 90,000 Mexico-Americans and 1,000 Anglo-Americans.

"In the city of Santa Fé there is St. Michael's College, with 8 professors and tutors, and an average attendance of three hundred to four hundred students. There is also an academy for young ladies, with an average attendance of 100 pupils, under the principalship of Sister Mary Hayden, a highly accomplished American lady.

"In the town of Taos, the Sisters of Loretto have a school in successful operation, with an attendance of 100 pupils. In Mora, the same ladies have an excellent school, with 80 pupils; another in Las Vegas, with 128 pupils, and another in Bernalillo, with an attendance of 60.

"The Christian Brothers' Teaching Association is now managing a high school in Mora, with 3 teachers, and 100 boys in attendance, and another school for boys in Bernalillo, with an attendance of 90 scholars.

"A select school for youths is also in successful operation in Albuquerque, under the charge of a thorough classical scholar, Rev. Mr. Tromly.

"Notwithstanding the statement of Mr. Ritch, in the Report of the Commissioner of Education for 1876, in reference to what he styles 'the interference of the priests' in the county of San Miguel, in consequence of which the 'public' schools were discontinued, from his own report and from the facts I have submitted as to private education, the educational status of the Territory of New Mexico is as advanced as could reasonably be expected."

In reference to the charge of "interference by the priests," the writer submits that "we are living under the Constitution and laws of the United States, which protect all professions in their right to a use of a free speech, press, and pulpit in the expression of their opinions;" that "Roman Catholic clergymen have the same right as any other citizens to advertise and popularize by pulpit, press, or speech, their ideas of what constitutes education;" that "the officers of free educational institutions may use all legitimate means to increase the number of their scholars; and should this free competition result in the discontinuance of any public school, then it cannot be remedied."

ST. THOMAS'S MISSION.

In addition to the above, a report has been received from St. Thomas's Mission, a school for both sexes at Santa Fé, in charge of Rev. Henry Forrester, of the Protestant Episcopal Church. There were 24 pupils attending in 1877.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. W. G. Ritch, *secretary of the Territory.*[1]

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[1] Mr. Ritch has acted in the capacity of ex officio superintendent of public instruction, and it is presumed that he still does so.

UTAH.

STATISTICAL SUMMARY.[1]

	1875–'76.	1876–'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of legal school age (4 to 16 in 1875–'76 and 6 to 16 in 1876–'77).	30,900	30,792	....	....
Enrolled in schools	19,886	19,779	....	107
Average daily attendance	13,608	13,420	....	188
Pupils in schools other than public	....	4,360	....	....
SCHOOLS.				
Average time of schools in days	143	146	3	....
Number of schools	310	327	17	....
Estimated value of school property	$453,515	$600,000	a$146,485	....
TEACHERS.				
Men teaching in public schools	215	232	17	....
Women teaching in public schools	234	238	4	....
Whole number of teachers	449	470	21	....
Monthly pay of men	$54 00	$45 00	....	$9 00
Monthly pay of women	26 00	22 50	....	3 50
Teachers in schools other than public	....	92	....	....
INCOME AND EXPENDITURE.				
Total income for school purposes	$129,798	$210,062	$80,264	....
Total expenditures	129,298	160,064	30,766	....

a This increase is apparent only; an explanation of it is given under elementary instruction.

(Biennial report of Hon. John Taylor, territorial superintendent of district schools, for 1876 and 1877, and special return for 1877 from the same.)

OFFICERS OF THE TERRITORIAL SCHOOL SYSTEM.

GENERAL.

A *territorial superintendent of district schools* is elected biennially by the people for the usual duties of such an officer.

LOCAL.

A *county superintendent of district schools* is also elected biennially in each county by the voters thereof.

A *county board of examination*, to determine the qualifications of persons desiring to teach in the district schools, is formed by the county court of each county, which appoints 3 competent persons for this purpose, without license from whom no one is eligible to employment as teacher by any district board in the county.

Boards of trustees for districts consist of 3 persons elected by the qualified voters resident in the district in which they are to serve. Their term of office is 2 years.

ELEMENTARY INSTRUCTION.

EVIDENCES OF IMPROVEMENT.

The territorial superintendent of district schools, in his report for the two years ending in November, 1877, congratulates the people of the Territory on "a gratifying progress" in matters of education. The fact that there was an enrolment in public schools (Tooele County not reporting) during 1877 of 19,779 children, or 44 per cent. of the school population (as estimated on the new basis of 6 to 16 years as the legal school age), indicates, in the opinion of the superintendent, a marked improvement in the facilities for reaching all the children who ought to be in school. The number of schools was increased by 17 during the year 1877, and by 31 since the last biennial report. The apparent falling off during the past two years in the number of school population is attributed chiefly to the alteration in the school age, changed since the last report from 4-16 to 6-16. The failure of Tooele County to report for 1877 also subtracts 1,000 from the number in that year. It is thought that if the present school population were estimated on the basis used in the last biennial report, and the statistics of Tooele County were included, a total would be reached of 37,950 children of school age, which would be an increase for the two years of 2,254. In the matter of school buildings there is a growing demand for space and improvement in construction.

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[1] Tooele County did not report for 1876–'77.

SCHOOL PROPERTY.

The increase in the value of school property has not been as great as would appear from the summary, for the reason that the estimates made of this item have not been uniform from year to year, owing to a misconception on the part of some county superintendents as to what property they should report. In many cases they have failed to report as school property buildings used for the double purpose of schools and churches, although such buildings had been built mainly for schools and remained under the control of school trustees. The superintendent estimates that since the last biennial report about $100,000 have been added to the valuation of school property, and that this makes the present total value about $600,000.—(Biennial report, 1876 and 1877.)

TRAINING OF TEACHERS.

NORMAL DEPARTMENT.

The normal department of the University of Deseret provides a course of study covering one year. In 1877, besides the theory and practice of teaching and the elementary English branches, the course included book-keeping, composition, rhetoric, United States history, political economy, civil government, zoölogy, physiology, and mental philosophy. This list of studies, however, was found too extensive for a single year's course and it has been modified by omitting political economy, civil government, penmanship, book-keeping, and mental philosophy. There were 28 young men and 19 young women in attendance during the latter portion of the year 1877. An annual appropriation from the territorial legislature enables the department to provide free tuition for 40 students, who, in consideration of this, agree to teach in the public schools a year after graduation.—(Territorial report.)

SECONDARY INSTRUCTION.

ACADEMIES.

No public high schools are reported. For statistics of academic schools and of a preparatory department to the territorial university, see Tables VI and IX of the appendix following, and the summaries of these in the Report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

UNIVERSITY OF DESERET.

The University of Deseret provides for a course of instruction leading to the degree of bachelor of science, but as yet it has no students in collegiate classes. There were 183 in the preparatory department during 1877, of whom 85 were young women.—(Return and circular.)

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. JOHN TAYLOR, *territorial superintendent of district schools, Salt Lake City.*

[Term, 1877-1879.]

WASHINGTON TERRITORY.

STATISTICAL SUMMARY.

	1875–'76.	1876–'77.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age, 4–21 *a*	11,000	12,997	1,997	
Enrolled in public schools	7,500	5,385		2,115
SCHOOLS.				
School rooms for study	219	262	43	
Average duration of school in days	104	130	26	
TEACHERS.				
Men teaching	120	134	14	
Women teaching	100	145	45	
Total number of teachers	220	279	59	
Average monthly pay of men	$38–$50	$40 00		
Average monthly pay of women		30 00		
INCOME AND EXPENDITURE.				
Receipts for school purposes	$54,557	$49,765		$4,792
Expenditures for same	55,520			
Expenditure per capita of school population.		3 82		
Expenditure per capita of pupils enrolled		9 24		

a Under a new law, 5–21 is the age for admission to the public schools, though 4–21 is retained as the age which forms the basis of apportionment of school funds.

(Special return for 1876 from Hon. J. P. Judson, territorial superintendent of public instruction, and printed report from the same for 1876–'77.)

OFFICERS OF THE TERRITORIAL SCHOOL SYSTEM.

GENERAL.

A *territorial superintendent of public instruction*, under a new law of 1877, is appointed by the governor, with consent of council, for a term of 2 years, and has general supervision of the county and district school officers and of the public schools.

A *territorial board of education* is created by the same law, to consist of the superintendent as president, and of one suitable person from each judicial district, appointed by the governor, with consent of council, for terms of two years. It is to adopt text books for the public schools, to prescribe rules for their government, to sit at semiannual meetings as a board of examination for territorial certificates, and to prepare twice a year a uniform series of questions for the county boards.

LOCAL.

A *county superintendent of common schools* for each county, under the new law as under the older one, is to be elected biennially by the people; and to the duties formerly imposed on him are added those of enforcing the course of study that may be prescribed by the board of education and the rules and regulations they may impose for the examination of teachers, of keeping on file in his office the biennial reports of the territorial superintendent, and of keeping in a good and well bound book, to be furnished by the county commissioners, a record of his official acts. Provision is made for the increase of his salary to correspond with the augmentation of his duties.

A *county board of examination* is formed by the county superintendent, who calls to his aid 2 persons holding the highest grade certificates in his county, the three forming a board for the semiannual examination of those proposing to teach in the public schools.

Boards of directors of school districts are, as before, to consist of 3 members elected by the voters of a new district, at a meeting called for the purpose, for terms of 1, 2, and 3 years. In the older districts the boards are continued by the election of 1 new member annually, at the annual district meeting, for a term of 3 years.

District clerks, elected for 3 years' terms, are to keep a record of the proceedings of school district meetings, to take an annual census of the youth who are to form a basis for apportionment of school funds, to report this to the county superintendent, on pain of forfeiture of whatever sum the district may lose through failure to report, to keep school-houses of their districts in repair, and to furnish them with needful supplies.

Women are eligible to all school offices.—(Law of November 9, 1877.)

ELEMENTARY INSTRUCTION.

GENERAL CONDITION.

Superintendent Judson, in his report for the year ending September 30, 1877, says that since his previous report he has visited every county in the State except 4 and that he found a general interest in education. Nowhere did he find more earnestness or a greater determination to increase educational facilities than in the districts most remote from the thickly settled portions of the Territory. Wherever families were found there were schools. In many instances school-houses were built with funds raised by private subscription; after the public money was exhausted these schools were continued, the teachers being paid by the voluntary subscriptions of the people. In the older districts the fact is being realized that the public school facilities are not sufficient for the wants of the people, and there is a strong feeling in favor of establishing union or graded schools for instruction in the higher branches. As the law previous to 1877 made no provision for these, private schools have been established to meet the want, and their flourishing condition attests not only the necessity for them but also the public interest in education.—(Report of superintendent.)

CHANGES IN THE SCHOOL LAW.

Besides the changes indicated under the head of Officers of the Territorial School System, the following, among others, appear in the new law of 1877:

1. The territorial superintendent has considerable additional duty imposed on him in the way of visiting schools, addressing the people on educational matters, holding annually a territorial teachers' institute, and aiding in establishing county institutes. In consideration of these additions to his duties, he is allowed, instead of the scanty annual pittance of $300, granted by the law of 1871 and 1873, $600 a year, with a possible $300 more for travelling and incidental expenses.
2. County superintendents are made to forfeit $100 from their salaries if they fail to make to the territorial superintendent full and correct reports on all points required by law.
3. Teachers are not to be paid for their last month's labor in the public schools until they have made to the county superintendent the reports required by the board of education.
4. Besides the territorial institute referred to above as to be held by the territorial superintendent, each county superintendent in a county containing 10 or more organized school districts must hold annually a county teachers' institute, which is to be attended by all the teachers of the public schools, who, for that purpose, may dismiss their schools during the session of the institute.
5. Provision is made for the establishment of union or graded schools in which instruction shall be given in the higher branches of education. Union districts for the establishment of such schools may be formed by vote of a majority of the inhabitants of 2 or more districts. Single districts also have power to establish graded schools. They are required to be established in all cities, towns, villages, and districts reporting more than 500 youth of legal school age.
6. In cities, towns, or villages containing more than 400 inhabitants, children from 8 to 16 years of age, who are not physically or mentally disqualified for study, and whose education has not been otherwise provided for, must attend public school at least 6 months of the year, unless such children be engaged in labor necessary for their own support or that of others depending on them.
7. For the support of schools in counties, county commissioners are to levy an annual tax for their respective counties of not less than 3 and not more than 6 mills on the dollar on all taxable property, instead of being restricted to 4 mills as formerly. Fines for breaches of penal laws also go to the support of schools. The optional district tax, not to exceed 10 mills on the dollar, may be still voted by the qualified school electors and levied on the taxable property of the district.
8. To the provision of the old law forbidding sectarian or denominational teaching in the public schools, the new one adds the interdiction of all sectarian, political, or infidel doctrines. Any teacher who shall violate these provisions forfeits his certificate for the period of one year.
9. The school age is made 5–21 instead of 4–21, though the latter is retained as the basis of the apportionment of school funds.—(School law, 1877.)

TRAINING OF TEACHERS.

NORMAL DEPARTMENT OF THE UNIVERSITY.

The normal department of the University of Washington Territory gives a course of instruction covering 2 years, and embracing algebra, history, English composition and literature, analysis, natural philosophy, book-keeping, pedagogics, physiology, geometry, constitution of the United States, botany, chemistry, and elocution.—(Circular of the university.)

TEACHERS' INSTITUTES.

As before stated, institutes for the improvement of teachers are hereafter to be held annually in every county, besides a territorial one to be held at least once a year.

SECONDARY INSTRUCTION.

HIGH SCHOOLS.

There is nothing to indicate that public high schools are now in existence. They are likely to come as a result of the provisions of the new law for graded schools.

SUPERIOR INSTRUCTION.

UNIVERSITY OF WASHINGTON TERRITORY.

The territorial legislature of 1877 passed a bill appropriating $1,500 for the use of the university during the year 1878, and the same for 1879; and also created 45 free scholarships in it. These scholarships entitle the holder to 2 years' free tuition, the first to be academic and the last collegiate. Each member of the territorial legislature may appoint 1 beneficiary; each district judge of the three judicial districts, 1; and the governor, 3. The money appropriated for the university is not available until at least 30 holders of these free scholarships are in regular attendance.

The courses of study are, classical, 3 years; scientific, 3 years; and normal, 2 years. The first two years of the classical and scientific courses are chiefly occupied with preparatory studies. These arrangements are supposed to be sufficient to meet all present demands. There was an attendance reported in December, 1877, of 68 students. Of these, 36 studied Latin, 2 Greek, 30 algebra, 18 book-keeping, 15 natural philosophy, and 7 geometry.—(Circular of university and letter of President Anderson.)

HOLY ANGELS' COLLEGE.

This college, at Vancouver (Roman Catholic), opened in 1866, reports preparatory and collegiate departments, the former having 50 students attending, of whom 20 were preparing for a classical course. Three professors were engaged in teaching in the collegiate department, and one in the preparatory. The statistics of attendance in the collegiate department are not given, nor is the course of study indicated.—(Return.)

EDUCATIONAL CONVENTION.

WASHINGTON TERRITORY TEACHERS' CONVENTION.

A territorial teachers' convention was organized in July, 1876. The main object of the organization was to take such steps as might be deemed best calculated to improve the school system of the Territory. The convention met at Olympia and remained in session three days, during which time some of the principal changes required in the school law were fully discussed, and a committee was appointed to prepare a new law for the consideration of the next meeting. This was held at Seattle in July, 1877, in response to a call issued by the executive committee, and was well attended by teachers, school officers, and friends of education. The consideration of the proposed school law occupied the greater portion of the time. It was finally referred to a committee of 5, who were to revise and publish it; and the convention adjourned to meet at Olympia on the second Wednesday of October, when it was proposed to take final action on the law before it was submitted to the legislature.[1]—(Report.)

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. JOHN P. JUDSON,[2] *territorial superintendent of public instruction, Olympia.*

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[1] Information received subsequent to the date of the superintendent's report shows that these efforts to secure a revision of the law were successful. A statement of the more important changes made by it has already been given.

[2] Mr. Judson has held the office of territorial superintendent of public instruction since 1874, his second term reaching into 1878; but whether he was reappointed or not does not appear from official information possessed by this Bureau at the time of going to press.

WYOMING.

THE TERRITORIAL SCHOOL SYSTEM.

EXPLANATORY.

In the absence of any printed report on education for 1877, the governor of the Territory, Hon. J. W. Hoyt, kindly furnishes an account of the condition of public schools from which the following extracts are made. Governor Hoyt's statement is based mainly on personal observation and inquiry; the statistics alone are taken from the superintendent's report for 1876.

SUPPORT OF SCHOOLS.

Under a law of 1873 [amended in 1877] the schools are supported by a two-mill tax on all taxable property in the several counties, the same being levied by the county commissioners of each county and collected at the same time and in the same manner as territorial and county taxes are collected, except that it is receivable in cash or warrants of the school. All fines, penalties, and forfeitures collected for the nonfulfilment of official duty under the provisions of the act, are recoverable by action in the name of the people of Wyoming Territory for the use of the school district or county in which they have accrued.

SCHOOL AGE.

Children between 7 and 21 years are declared to be of school age, and both sexes are admitted on equal terms and receive the same instruction in the schools of every grade.

PROVISION FOR COLORED CHILDREN.

Where there are 15 or more colored children within any school district, the directors thereof, with the approval of the county superintendent having jurisdiction, may provide a separate school for them.

TEACHERS.

In the employment of teachers, no discrimination is allowed to be made in the question of pay on account of sex when the persons are equally qualified.

INSTITUTES AND TEXT BOOKS.

For the instruction and advancement of teachers, a law approved December 15, 1877, requires that "the territorial superintendent of public instruction, together with the several county superintendents and the principals of all graded schools in the Territory, shall hold annually at some convenient place a territorial teachers' institute," the same to continue in session not less than four nor more than ten days. Besides the ordinary work of teachers' institutes, it is made incumbent upon the said institute during its sessions "to discuss and decide upon a series of books and a system of education which shall be uniform throughout the Territory, and to decide upon the manner and time in which shall be held a county institute in each county during the year, under the direction of the territorial superintendent or some person by him specially authorized in writing." It is further made "the duty of the territorial superintendent to see that the books and system so decided upon shall be introduced in all the schools of the Territory to the exclusion of all others. The series of books so adopted shall not be changed except by vote of a majority of the whole board, nor shall they be changed oftener than once in five years except by unanimous decision of said board. The travelling expenses of all principals of graded schools in attending the meetings of the institute are paid out of the general fund of the Territory.

SCHOOL LIBRARIES.

Provision is made for creating school libraries by authorizing the qualified electors of a district to vote a sum not exceeding $100 annually for the purchase of books.

COMPULSORY ATTENDANCE.

Finally, attendance between the ages of 7 and 20 is made obligatory for at least 3 months of each year except in extreme cases, where, in the judgment of the district board, based on special inquiry or on the certificate of a physician, the enforcement of this provision would prove injurious to the health of the child or work a serious hardship. And "any parent or guardian or other person having children in charge between the ages of 7 and 16 years who shall neglect or refuse to comply with the provisions of this [the aforesaid] act shall, on conviction, be punished by a fine not exceeding $25 for each and every offence."

STATISTICS.

In view of the recent formation of a school system in Wyoming and the wide distribution of its population of less than 50,000, added to the fact that a very large proportion of the adult population consists of persons without families, the whole number of pupils at present enrolled cannot much exceed 2,000. In 1876 there were but 1,690. The number of men teaching was then 21; of women, 27. Total amount of money raised by taxation for school purposes, $24,626; number of school buildings, 21. Average monthly pay of teachers, $71.56; average cost of each pupil, $1.86.

SCHOOL BUILDINGS.

The building occupied by the graded school of Cheyenne, being two-thirds of the building planned, was erected at a cost of nearly $30,000, and would do credit to any city. The city of Laramie is now completing a still more commodious and costly building for its graded schools. In each case there is a fair supply of the means of illustration, and the beginning of a library. The buildings in the smaller towns, villages, and interior settlements do credit to the populations they severally represent.

CONDITION OF THE SCHOOLS.

Of the school system now in operation, as well as of the schools themselves, I am able to speak in terms of high commendation. The gradation is complete from the lowest primary to the end of the high school, which last is able to fit its pupils for admission to the ordinary college of the country; so that when the college or university comes to be established it will rest directly upon the existing public schools of the Territory. The schools are directed and taught by persons well qualified for their responsibilities by study in the academies, colleges, and, in several instances, normal schools of the East, and in general are doing excellent work.[1] Indeed, after a careful inspection of nearly every school in the Territory and attendance upon some of the examinations and public exercises at the end of the last school year, I am constrained to say that the graded schools give evidence of an efficiency that would do honor to the older cities of the East.

It is also worthy of note that the public at large feels a great pride in the public schools of the Territory, and is ever ready with liberal means, as well as with active moral influence to promote their advancement. In fact, I have never known a community, whether in this country or in Europe, more zealously devoted to the cause of popular education than the people of this new Territory.—(Letter from Governor John W. Hoyt.)

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. Joseph Slaughter, *territorial librarian and ex officio superintendent of public instruction, Cheyenne.*

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[1] Governor Hoyt seems to have the schools of Laramie and Cheyenne in view in making these remarks and comparisons.

EDUCATIONAL CONVENTIONS AND ASSOCIATIONS.

NATIONAL EDUCATIONAL ASSOCIATION.

GENERAL ASSOCIATION.

The seventeenth annual meeting of the National Educational Association was held in Louisville, beginning August 14, 1877. After an address of welcome by Mayor Charles D. Jacob, President M. A. Newell delivered his annual address. Discussing the question whether the public schools are doing all they should to prepare good citizens, he suggested a rearrangement of the course of instruction in the interests of those who must leave school very early in life, and the addition of a department of manual labor, not to be attached to the public school, but supplementary to it. In the evening Mr. J. F. Blackinton, of Boston, read a paper on "Silent forces in education," such as the teacher's manner, temper, and character, and Professor Thomas R. Price, M. A., one on "The study of English as introductory to the study of Latin and Greek." On the following day, after reports from certain committees and the transaction of some other business, papers were read by Professor W. R. Webb, of Tennessee, on "The relation of the preparatory or grammar school to college and university;" by President A. B. Stark, LL. D., of Logan Female College, Russellville, Ky., on "The place of English in the higher education;" by Professor Maurice Kirby, of Henderson, Ky., on "The study of social economy in public schools," and by Professor W. R. Garrett, of Nashville, Tenn., on "The limits of education," especially in the United States, such as the limit of demand on the part of the people and the limit of supply on the part of the schools, the latter branch deprecating excessive multiplication of studies for our youth. On the third day, Professor L. S. Thompson, of Sandusky, Ohio, read a paper giving "Some reasons why drawing should be taught in our public schools," particularly as preparatory to all mechanical pursuits. The committee on the National Bureau of Education then offered its report, with resolutions which were adopted by the association. These reaffirmed the conviction of the association, previously expressed, as to the great value of the Bureau; urged upon Congress the necessity of making adequate and liberal pecuniary provision for its support and for the publication and distribution of its documents, and also the need for a permanent building of suitable proportions and arrangements for the accommodation of a sufficient clerical force, for the preservation of the rapidly increasing professional library, and for the reception and classification of donations made to the pedagogical museum. The resolutions also expressed approval of measures pending before Congress for the creation of a permanent fund in aid of education. A committee of 5 was appointed to wait upon the President of the United States and lay before him these views of the association; also one of 15 members, to act in conjunction with committees from similar bodies and in coöperation with the department of superintendence at its winter meeting, with instructions to prepare a memorial to Congress urging legislation on this subject in harmony with the views of the association. Another report from the same committee was presented by Hon. J. O. Wilson, superintendent of schools, Washington, D. C., showing the need of a building for the accommodation of the beginning which has already been made toward a national pedagogical museum. Dr. Rufus C. Burleson, of Texas, then read a paper on "The educational interests of Texas," and Hon. George W. Hill, State superintendent of schools in Arkansas, read one entitled "Educated mind—its mission and responsibility."

The enumeration of papers read and addresses delivered gives but a faint idea of the important subjects before the association and its departments, or of the practical and able manner in which many of them were treated. Most of the papers and addresses were followed by extemporaneous discussions of great interest, prominent among which may be mentioned those touching on the relations of education and labor.

DEPARTMENT OF HIGHER INSTRUCTION.

The papers read before the department of higher instruction were as follows: One by Professor William Leroy Broun, LL. D., of Vanderbilt University, on "The elective system;" one by Dr. Noah Porter, on "The class system," and one by Professor Caskie Harrison, of the University of the South, on "American revision and adaptation of foreign text books." The report of a committee appointed at the meeting of the association in 1876 on spelling reform in Germany, prepared by Professor Raddatz, was presented, but not read.

NORMAL DEPARTMENT.

The opening address before the normal department, by its president, Louis Soldan, of the St. Louis Normal School, considered the question how far education can be made to aid in bringing about a condition of greater industrial prosperity. A paper by Dr. E. C. Hewitt, of the Illinois Normal University, on "The range and limits of normal school work," was also read. In the absence of Mr. J. C. Greenough, of Rhode Island, his paper on "Common school studies in normal schools" was read by its title and referred to the committee on publication; after which came a paper by C. C. Rounds, principal of the normal school at Farmington, Me., entitled "Attacks on normal schools." Professor S. H. White, of Illinois, then read a paper giving "A few queries concerning some of the details of normal school work." The object of the paper, it was stated, was to elicit from others engaged in such work their views concerning some of the questions which arise in school management and their experience in connection with them.

ELEMENTARY DEPARTMENT.

The president of the elementary department, Hon. H. A. M. Henderson, made some extemporaneous opening remarks, when Zalmon Richards, of Washington, D. C., read a paper on "The English language in elementary schools," and the president read one by Rev. R. H. Rivers, D. D., of Martin College, Pulaski, Tenn., on "Moral training." On the following day, at the opening of the session, Mrs. C. J. Hildreth, supervisor of the Kindergärten of St. Louis, being called upon for remarks, presented some arguments in favor of Kindergarten instruction. Professor John Kraus, of New York, then read a paper on "The Kindergarten: its use and abuse in America," and Mrs. Kraus-Bölte followed with one on "The Kindergarten and the mission of women: my experience as a trainer of Kindergarten teachers in this country, with illustrations of the work of the latter."

INDUSTRIAL DEPARTMENT.

The first paper read before the industrial department was by Hon. S. R. Thompson, State superintendent of Nebraska, on "Relations of the common school to industrial education." The discussion on this having lasted till a late hour, the paper by Professor George T. Fairchild, on "Systematic manual labor in industrial education," was not read, but was ordered to be printed in the proceedings. On the following day President J. D. Runkle spoke extemporaneously on "The Russian system of mechanical art education as applied in the Massachusetts Institute of Technology." This address also was followed by a discussion which lasted too long to permit the reading of the succeeding paper by Professor Charles O. Thompson, of Worcester, on "The relation of manual labor to technological training." It was accordingly ordered to be printed in the proceedings.

DEPARTMENT OF SUPERINTENDENCE.

The department of superintendence of this association held a special meeting in Washington, D. C., March 1, 1877, and another at the same place December 11, 12, and 13 of the same year. Among the subjects considered by the meeting in March were the forms for State and city school statistics, educational representation at the Paris Exposition of 1878, education in the South, and the National Bureau of Education.

The meeting in December was one of more than usual importance. About half of the States were represented by their State school officers, and other superintendents were present from a number of cities and counties. Besides these, the sessions of the meeting were attended by many Government officials, including the President, members of Congress, members of boards of education, teachers, and citizens. Among the most prominent subjects of remark and discussion were the representation of educational interests at the Paris Exposition, industrial education, the high school question, and that of aid to education by the National Government. The last topic was treated in a paper by the United States Commissioner of Education, which gave an account of what has been done in the past in aid of education by the National Government. It also came up in discussions upon measures, then pending before Congress, providing for the establishment of a permanent educational fund the interest of which should be distributed in aid of public school education throughout the States and Territories.—(Proceedings of National Educational Association, 1877.)

AMERICAN INSTITUTE OF INSTRUCTION.

The forty-eighth annual meeting of this institute was held at Montpelier, Vt., July 10–12, 1877. The session is reported to have been interesting and successful, and the attendance large, over 600 teachers being present, for whose entertainment complete and satisfactory arrangements were made by the citizens.

After the address of the president, Hon. Thomas W. Bicknell, of Boston, remarks were made by State Superintendents Corthell of Maine, Downs of New Hampshire, Conant of Vermont, and by Rev. A. D. Mayo, of Springfield, Mass.

The main points presented by the president's address were as follows: 1. All instructors charged with the education of children and youth should be selected on the ground of especial talents, professional training, and aptness to teach. 2. Such teachers should possess certificates of qualification entitling them to teach in town, county, or State, for at least three years, when these should be exchanged for life certificates founded on a basis of talent, training, and experience. 3. Teachers possessing life certificates should hold an advisory relation to local officials in regard to gradation, courses of study, promotions, general policy, and scope of school régime. 4. The county and State examiners should be selected on account of special fitness as educational experts, and, possessing large experience as practical educators, should possess the power of examining candidates and granting provisional and life certificates. 5. The school supervision of all grades should be in the hands of men and women whose experience has been gained in the school room and who have made the philosophy, means, and ends of education an especial study.

Papers and addresses were presented by Professor Albert Harkness, LL. D., of Brown University, on "The results of modern linguistic studies;" by I. N. Carleton, A. M., on "Growth in teaching power;" by President Runkle, of the Massachusetts Institute of Technology, on "The Russian system of art education as applied at the Institute of Technology;" by Mrs. H. M. Miller, of Concord, N. H., on "Modern reading;" by Professor W. M. Barbour, of Bangor Theological Seminary, on "The rights of the taught;" by Hon. P. Emory Aldrich, of Worcester, Mass., on "The rights and duties of the State in relation to education;" by A. P. Stone, superintendent of schools, Springfield, Mass., on "The educational outlook;" by Rev. A. D. Mayo, of Springfield, Mass., on "Normal schools;" by Professor E. R. Ruggles, of Dartmouth, on "The place of history in education, and the methods of teaching it;" by Principal H. E. Fuller, of St. Johnsbury Academy, on "Honorary and official titles;" by President Hulbert, of Middlebury College, on "Life and form;" and by Mr. Marshall, of Fitchburg, on "Yellowstone Park, as illustrated by the stereopticon."

Among the resolutions adopted by the institute was one indorsing the value of the work done by the New-England Journal of Education and another expressing a very high estimate of that accomplished by the National Bureau of Education. A committee was also appointed to memorialize Congress for a more liberal support of that Bureau.—(New-England Journal of Education, July 19, 1877.)

ASSOCIATION OF NEW ENGLAND SCHOOL SUPERINTENDENTS.

The New England Association of School Superintendents held its semiannual meeting in Boston May 13.

The first paper was by Hon. T. B. Stockwell, of Providence, R. I., "Can the present system of graded schools be made more effective?" It was argued that there is room for improvement in the direction of greater elasticity, and that, in the promotion of scholars, age, health, and ability should be taken into account. A discussion followed, which was participated in by Superintendents Tash, Stone, Parker, Leach, Philbrick, Harrington, and Osgood. Secretary Dickinson, of Massachusetts, spoke of the spirit of criticism which is abroad, and said he regarded it as a sign of life and health. Superintendent Marvel, of Holyoke, read a paper on "Facts and figures," in which he laid down important principles that he thought should govern in the making of statistics and in the estimates of school expenditures. In the afternoon the question "What are the proper limitations of the teacher's liberty and of the superintendent's and school committee's authority?" came up for consideration, and was discussed by Superintendents Kimball of Chelsea, Parker of Quincy, Waterman of Taunton, and others.

The committee appointed at the last meeting to consider what should be done in our public schools in respect to instruction in the metric system reported through Mr. Philbrick, making the following among other recommendations: That all State legislatures should render instruction in the system in our public schools obligatory; and that, without waiting for such legislative action, all school authorities should at once provide as far as practicable for instruction in the system in the schools under their charge.—(New-England Journal of Education, May 31, 1877.)

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE.

The twenty-sixth annual meeting of this association was held at Nashville, Tenn., beginning on Wednesday morning, August 29, 1877, and closing on the Tuesday night following. Many northern and eastern men were present, the attendance of registered members at the meeting being only one-fifth less than at Buffalo the year preceding; and the heat, which many had feared to encounter, was not found more oppressive than at several previous meetings in eastern localities. The interest taken in the meeting by the citizens, the open handed hospitality they exercised, and the excellent arrangements made for comfort in the cool capitol, all combined to make the meeting one long to be remembered by those present.

The hope that this meeting would again bring into the ranks of the association the southern men of science, who had returned but slowly since the meeting of 1866, was shown to be well founded; and even a larger number of southern members than was anticipated presented themselves. One hundred and seventy-three members signed the register and were present at the meetings, which were also largely attended by the citizens. These reunions of citizens with members from various parts of the country were productive of the happiest results in a scientific as well as social point of view, and exemplified the wisdom of fostering the popular character of the association as a means of advancing science by diffusing it among the people. There were 219 new members elected.

Ninety-three papers were entered by title for the meeting; of these, 15 were either withdrawn by their authors or did not pass the standing committee, from lack of abstracts or from not being considered appropriate to the objects of the association. The remaining 78 were mostly read in full or in abstract, and were divided as follows: In general session, 3; in the mathematical, physical, and chemical section, 16, of which 14 were in the chemical subsection and 7 in the microscopical; in the geological and natural history section, 38, of which 8 came from the subsection on anthropology, one day being specially devoted to anthropological papers.

Owing to the illness and consequent absence of the retiring president, Professor William B. Rogers, the customary president's address was not delivered; but those of Vice Presidents Pickering and Marsh were read in full at two general evening meetings, that of Professor Pickering relating to "The endowment of research," and that of Professor Marsh to "The introduction and succession of vertebrate life in America." These both were very valuable papers, the former advocating the establishment and endowment of an institution for mathematical, physical, and chemical research; the latter full of the most interesting information as to the development of animal life in the new continent. One point of popular interest made in the paper was that the so-called "bird tracks" in the Connecticut Valley sandstones are not bird tracks at all, but tracks of gigantic dinosaurs walking usually on their hind feet alone, but occasionally putting to the ground their smaller anterior extremities. The address of Professor Daniel Wilson, chairman of the subsection on anthropology, took the ground that, although the idea of a plurality of origin and of a number of distinct races of men was supported by the high authority of Agassiz, "the leadings of scientific induction now point in a wholly different direction, tending to the more comprehensive unity which embraces all men in the descent from a centre common to them with other animals." Another paper of general interest in this section was by Colonel Garrick Mallery, United States Army, on "The former and present number of our Indians." In this, from an extensive collation of data, the conclusions submitted were, that the native population of the territory occupied by the United States at its discovery has been wildly overestimated; that, while many of its component bodies have diminished or been destroyed, their loss has been in large part compensated by gain among others; and that, though some temporary retrogradation must always be expected among individual tribes in their transition from savagery or barbarism to more civilized habits, yet now the number of Indians is on the increase.

Other papers and addresses are well worthy of notice here, but the brief space at command forbids. Before adjournment arrangements were made for a committee of the association to meet with an international geological congress to be held in Paris in 1878. Resolutions were also passed in favor of a committee on the development of mineral resources and the encouragement of arts and manufactures in the mineral States; in favor of Captain Howgate's system of polar exploration; in favor of the introduction of studies in science into the schools; in favor of a permanent committee on the relations of science to the industrial arts; in favor of the preservation of the National Yellowstone Park, and in favor of the continued fostering of the United States Signal Service, the observations now taken by it to be subjected to special research and discussion by scientific experts.

AMERICAN SOCIAL SCIENCE ASSOCIATION.

The annual meeting of the American Social Science Association was held September 3–6, at Saratoga, N. Y. It opened with an address by David A. Wells, president of the association, on "The relations of economic laws to public and private morality." Papers were read at the general session by Professor W. Stanley Jevons, of England, and B. F. Nourse, of Boston, on the silver question; by John P. Townsend, of New York, on "Savings banks;" by Gamaliel Bradford, of Boston, on "Prospects of resumption;" and by William Minot, of Boston, on "Taxation." This was followed by a statement of the system of taxation in vogue in Sweden, Denmark, Prussia, and other continental countries, by N. C. Frederickson, late professor of political economy, Stockholm, Sweden. Dr. Elisha Harris, of New York, read a report on "Registration of vital statistics in the United States," giving a plan for a basis of uniformity both national and international. Mr. Carroll D. Wright, of Reading, Mass., read a paper on "The

Massachusetts census and its lessons." Dr. Nathan Allen, M. D., of Lowell, presented one on "Change in New England population;" and J. Randolph Tucker, of Virginia, one on "The relations of the United States to each other as modified by war and constitutional amendments." Remarks on the southern question were made by Lafayette Foster of Connecticut, Dexter A. Hawkins of New York, David Dudley Field, and many other prominent gentlemen present. Hamilton A. Hill, of Boston, read a paper on the navigation laws of Great Britain and the United States, advising that we should follow England in this respect. Horace White, of New York, read a paper on the tariff question, and the late Samuel Bowles, of Springfield, Mass., one on the relation of State and municipal governments and the reform of the latter. Dr. D. F. Lincoln, of Boston, read an essay on half time schools; Elisha Wright, a paper on bird culture in relation to cottage homes; Hon. E. R. Meade, one on the Chinese question; and Edward T. Potter, one on the restriction of areas in the construction of tenement houses. A paper on house comforts and amusements at small cost, furnished by Rev. E. C. Guild, of Waltham, Mass., was read by Rev. Mr. Jenks.

At a sectional meeting of the department of jurisprudence, Professor W. P. Wells, of Michigan University, read a paper on the work of American law schools and its hindrances. Professor Pomeroy, of Rochester University, spoke in favor of law schools. David Dudley Field advocated a three years' course in these schools, followed by one year in a lawyer's office. At a subsequent meeting of this section papers were presented on "A graduate course at law schools," by Professor Baldwin, of Yale College; on "Extradition," by Professor Sheldon Amos, of London; and on "Local taxation," by William Minot, jr., of Boston.

In the conference of charities, P. Letchworth, of Buffalo, read a paper on "Dependent and delinquent children," giving a brief account of the efforts in the State of New York in behalf of this class of children. Mr. R. L. Dugdale, of New York, followed with a paper on "Hereditary transmission of vice and pauperism," which attracted much attention. Rev. E. E. Hale, of Boston, submitted a report for the committee to which was assigned the subject of tramps and vagrant laws; and Dr. H. B. Wilbur, superintendent of the Asylum for Idiots at Syracuse, presented a report on public buildings for dependent classes.

In the department of health, papers were presented on diseased eyes in school children, by Dr. E. G. Loring, of Boston; on "The danger to the health of girls from imperfect early training," by Mrs. A. C. Martin; and on ventilation, by Mr. F. Tudor. The report of the secretary of the department, Dr. D. F. Lincoln, congratulated the members on the accomplishment of a large part of their plan in school hygiene.

An important paper on "The ventilating and warming of school-houses in the northern United States" was read by Dr. F. Winsor, of Winchester, Mass. Among the conditions insisted upon as necessary to secure good ventilation in school rooms are an air space of at least 250 cubic feet for each of the oldest pupils and of 175 for the youngest; a floor space of at least 20 square feet for each of the older children and of 14 for the younger ones, on the supposition that the room is 12 feet in height; the entire air of the room to be changed two and a half to three times an hour, and this by downward ventilation by exhaustion, the motive power being heat in a shaft or chimney; outlets, in the proportion of 7 square inches per capita, to be somewhere in the wall within two feet of the floor (never in the floor) and entering a duct or space beneath it; inlets to be anywhere except in the floor; temperature to be kept between 64° and 68° F.—(New-England Journal of Education, September 13, 1877, and American Architect and Building News, October 6, 13, 1877.)

AMERICAN PHILOLOGICAL ASSOCIATION.

The ninth annual session began at Baltimore, in the Johns Hopkins University, July 10, 1877, and continued 3 days.

The proceedings opened with an address of welcome by Mr. John T. Morris, president of the school board of Baltimore, which was responded to by Professor B. L. Gildersleeve, vice president of the association. Twenty-four other addresses and papers were presented during the session, of which many were of great interest, both on account of the subjects treated and the distinguished reputation of the authors, and it is much to be regretted that want of space forbids even a brief notice of them. The subject of reform in English spelling was brought before the association in the address of its president, Professor S. S. Haldeman, and in the report of the committee on reform of English spelling. Professor Haldeman thought that the association should pay constant attention to the English tongue, its antecedents, its grammar, and the inherent laws of speech, from which its pronunciation should be deduced, instead of regarding the vagaries of an uncertain alphabet. He said that, "without an alphabet adapted to our speech, our spelling has not been controlled by science or even by common sense," and that "it is time that the tyranny of the dictionaries should cease." Professor W. D. Whitney submitted the following report from the committee:

The attempt to prepare an English alphabet according to the principles laid down in the report of last year brings out the following facts:

1. There are eighteen Roman letters which commonly represent in English nearly the same elementary sounds which they represented in Latin: *a* (father), *b*, *c* (*k*, *q*), *d*, *e* (met), *f*, *g* (*go*), *h*, *i* (pick), *l*, *m*, *n*, *o* (go), *p*, *r*, *s* (so), *t*, *u* (full).

2. The consonant sounds represented in Latin by *i* and *u* are now represented by *y* and *w*, and the sonants corresponding to *f* and *s* are now represented by *v* and *z*.

3. There are three short vowels unknown to the early Romans which are without proper representatives in English—those in *fat*, *not*, *but*.

4. There are five elementary consonants represented by digraphs: *th* (*th*in), *th*=*dh* (*th*ine, *th*en), *sh* (*sh*e), *zh* (azure), *ng* (si*ng*); to which may be added *ch* (*ch*ur*ch*), *g* (*j*).

It seems best to follow the Latin and other languages written in Roman letters, in the use of a single sign for a short vowel and its long, distinguishing them, when great exactness is required, by a diacritical mark.

The alphabet would then have thirty-two letters.

Twenty-two of these have their common form and power as described above in statements 1 and 2.

The three vowels in *fat*, *not*, *but* need new letters. Without laying any stress on the exact form, it is recommended to try some modifications of *a*, *o*, and *u*, such as ɑ, ɵ, ʋ.

For the consonants now represented by digraphs new letters would be desirable, but no particular forms are now recommended. The following are mentioned: đ, ꝺ, (then); þ, ƀ (thin); ſ, ſh (sh); ʒ (zh); ŋ (ng); ċ (ch).

The use of these letters with only these powers and the dropping of silent letters will so change the look of large numbers of words that they will not be recognized at sight. It seems necessary, therefore, that there should be a transition period, and for that the following suggestions are made:

1. Transition character may be used resembling, if possible, two letters:

For *a*	in *fate*,	ɑ	may	be used in	place of	ē.
" *e*	" *mete*,	ė	"	"	"	ī
" *i*	" *fine*,	į	"	"	"	ai.
" *u*	" *pure*,	ü or ų	"	"	"	iu.
" *s*	" *as*,	ƨ	"	"	"	z.
" *g*	" *gem*,	ɡ	"	"	"	j.
" *c*	" *cent*,	ç	"	"	"	s.

2. The digraphs now representing single consonants may be named and otherwise treated as single letters.

3. New letters can be most easily introduced by using them only for the old letters which they resemble in form.

4. Long words bear changes best, and vowels are more easily changed than consonants, which project more above and below the line. Dropping final silent *e* is the easiest change.

It was resolved that the committee on the reform of English spelling be continued for one year.—(Proceedings, 1877.)

SPELLING REFORM ASSOCIATION.

This association held its meeting at Baltimore immediately after that of the American Philological Association. Professor Whitney reported from the committee on new spellings the plan recommended to the Philological Association by its committee, which was nearly identical with that of the Spelling Reform Association. The report was adopted without amendment, and, therefore, the two associations are in complete harmony. Professor F. A. March was elected president; Melvil Dewey, of Boston, secretary; and Professor E. Hubbard Barlow, of Lafayette College, corresponding secretary and treasurer.—(New-England Journal of Education, August 23, 1877.)

AGRICULTURAL COLLEGE CONVENTION.

A convention of the colleges organized under the authority of land grants from Congress was held at Columbus, Ohio, December 27, 1877. Representatives were present from Illinois, Massachusetts, Iowa, Missouri, New Jersey, Virginia, Pennsylvania, and Ohio. J. M. Gregory, of Illinois, was chosen president, and J. R. Smith, of Ohio, secretary. Papers were read during the day by President Gregory, of Illinois, on "College degrees," and by President Runkle, of Massachusetts, on "Scientific study and courses of study." At the evening session, a discussion took place on military instruction and drill in the colleges, and a paper on "New congressional appropriations for scientific and technical education," was read by Professor Atherton, of New Jersey.—(New-England Journal of Education.)

INTERCOLLEGIATE LITERARY ASSOCIATION.

The third annual convention of this association was held on Thursday, January 4, 1877, at the Academy of Music, New York. The following colleges were represented:

Northwestern University, Evanston, Ill.; Lafayette College, Easton, Pa.; Cornell University, Ithaca, N. Y.; St. John's College, Brooklyn, N. Y.; Princeton College, Princeton, N. J.; Williams College, Williamstown, Mass.; Hamilton College, Clinton, N. Y.; Rutgers Female College, New York, and College of the City of New York. The first prize for excellence in oratory was awarded to F. F. Laird, the representative of Hamilton College. His subject was "The negro in American history." The second prize was given to S. D. Dodge, of Williams College; subject, "John Milton." In essay writing, Taylor, of Northwestern University, took the first prize, and Brewer, of Cornell, the second. In Latin, Schwertfeger, of Cornell, received the first prize, and Veghte, of Rutgers, the second. In Greek, the first prize was awarded to Feyd, of Cornell, the second to Hunter, of the Northwestern University. In mental science, Jones, of Princeton College, took the first, and Dayton, of Northwestern University, the second. In mathematics, Hollwith, of the College of the City of New York, and Von Velzer, of Cornell, received the first prize equally.—(The Bates Student, January, 1877, and The Dartmouth, February 8, 1877.)

Representatives from 13 colleges were present at a subsequent meeting of the Intercollegiate Literary Association held in New York City, March 30, 1877, to consider the subject of incorporating the society under State laws. A number of distinguished educationists were also present. The judges selected for the next annual contest were as follows: In oratory, Bayard Taylor and Rev. E. H. Chapin; in mathematics, Professor Simon Newcomb, P. S. Michie, and A. Hall; in Greek, Professors T. W. Chambers and Charlton T. Lewis; in Latin, Professors J. H. Morse and Mylton Maury; in mental science, Presidents Noah Porter and J. H. Seelye.—(Educational Weekly, April 12, 1877.)

AMERICAN PUBLIC HEALTH ASSOCIATION.

The fifth annual session of the American Public Health Association was held in Chicago September 25–28, 1877.

Many papers, reports, and addresses were read and spoken, and at the close of the session several were left in the hands of the secretary which there had not been time to read. A large majority treated of sanitary regulations necessary to public health, discussing questions of drainage and sewerage, the removal and utilization of excreta, the destruction of offensive gases from rendering tanks and fertilizing establishments, the sanitary value of forests, the cause and prevention of epidemic diseases, and public holidays in relation to public health. A few took up the consideration of special diseases and their prevention or alleviation, while others considered questions of health in relation to education.

One of these last was by Dr. J. M. Gregory, of the Illinois Industrial University, on "The relation of hygiene to the higher education," in which he dwelt at length on the various causes of failure of health in schools and colleges. He claimed that overstimulation by the marking system in colleges is productive of disease, and mentioned that in his own college a committee had been appointed to devise some system of grading scholars which should avoid that way of estimating merit. Another paper was by Dr. Coan, of Quincy, showing the beneficial results of a system of physical training in the development of health among the girls at the University of Michigan; and still another, by Dr. Charles N. Hewitt, of Minnesota, on "Hygiene in relation to the public schools," in which he advocated a wider diffusion of knowledge on the subject of health by means of the physician, the newspaper, and the school teacher.—(The Sanitarian, November, 1877.)

APPENDIX.

STATISTICAL TABLES

RELATING TO

EDUCATION IN THE UNITED STATES.

Table I.—Part 1.—*Statistics of the school systems of the States and Territories, showing*
States Bureau

	States and Territories.	Report for the year.	School year.		School population.	
			Begins—	Ends—	Between what ages.	Total number between said ages.
	1	2	3	4	5	6
1	Alabama	1876–'77	Oct. 1	Sept. 30	7–21	369, 447
2	Arkansas	1877–'78	July 1	June 30	6–21	190, 282
3	California	1876–'77	July 1	June 30	5–17	200, 066
4	Colorado	1876–'77	Sept. 1	Aug. 31	6–21	21, 612
5	Connecticut	1876–'77	Sept. 1	Aug. 31	4–16	137, 099
6	Delaware	1877	Dec. 1	Nov. 30	5–21	35, 649
7	Florida	1875–'76	Oct. 1	Sept. 30	4–21	*e*74, 828
8	Georgia	1876	Jan. 1	Dec. 31	6–18	394, 037
9	Illinois	1877	Oct. 1	Sept. 30	6–21	992, 354
10	Indiana	1877	July 1	June 30	6–21	694, 706
11	Iowa	1876–'77	Sept. 16	Sept. 15	5–21	568, 026
12	Kansas	1877	Aug. 1	July 31	5–21	232, 861
13	Kentucky	1876–'77	July 1	June 30	*f*6–20	512, 808
14	Louisiana	1877	*h*Sept. —	*h*June 30	6–21	266, 033
15	Maine	1876–'77	Apr. 1	Mar. 31	4–21	217, 417
16	Maryland	1876–'77	Sept. 1	June 30	5–20	276, 120
17	Massachusetts	1877	May —	Apr. —	5–15	297, 202
18	Michigan	1876–'77	Sept. 4	Sept. 3	5–20	469, 444
19	Minnesota	1876–'77	Sept. 1	Aug. 31	5–21	*c*238, 362
20	Mississippi	1877	Jan. 1	Dec. 31	5–21	324, 989
21	Missouri	1875–'76	Apr. —	Apr. —	6–20	725, 728
22	Nebraska	1876–'77	Apr. 1	Apr. 2	5–21	92, 161
23	Nevada	1875–'76	Sept. 1	Aug. 31	6–18	8, 475
24	New Hampshire	1877	Mar. —	Mar. —	4–21	*c*73, 418
25	New Jersey	1876–'77	Sept. 1	Aug. 31	5–18	318, 378
26	New York	1876–'77	Oct. 1	Sept. 30	5–21	1, 586, 234
27	North Carolina	1876–'77	Sept. 1	Aug. 31	6–21	408, 296
28	Ohio	1876–'77	Sept. 1	Aug. 31	6–21	1, 027, 248
29	Oregon	1876–'77	Apr. 1	Mar. 31	4–20	50, 649
30	Pennsylvania	1877	June —	June —	6–21	*e*1, 200, 000
31	Rhode Island	1876–'77	May 1	Apr. 30	5–15	*l*53, 316
32	South Carolina	1876–'77	Nov. 1		6–16	228, 128
33	Tennessee	1876–'77	Sept. 1	Aug. 31	6–18	442, 458
34	Texas	1877			8–14	127, 085
35	Vermont	1876–'77	Apr. 1	Mar. 31	5–20	92, 925
36	Virginia	1876–'77	Aug. 1	July 31	5–21	482, 789
37	West Virginia	1875–'76	Sept. 1	Aug. 31	6–21	184, 760
38	Wisconsin	1876–'77	Sept. 1	Aug. 31	4–20	478, 388
39	Arizona	1877	Dec. 16	Dec. 15	6–21	*n*2, 955
40	Dakota	1876–'77	Sept. 1	Aug. 31	5–21	11, 046
41	District of Columbia	1876–'77	Sept. 1	June 30	6–17	*o*31, 671
42	Idaho	1875–'76	Apr. 1	Aug. 31	5–18	2, 777
43	Montana	1877	Sept. 1	Aug. 31	4–21	4, 892
44	New Mexico	1875	Jan. 1	Dec. 31	7–18	*o*29, 312
45	Utah	1877		Nov. —	6–16	30, 792
46	Washington	1876–'77	Sept. —	Aug. —	4–21	12, 997
47	Wyoming	1876			7–21	
48	Indian:					
	Cherokees	1876	Sept. —	June 30	7–21	4, 041
	Creeks	1876	Sept. 1	June 30	10–18	716
	Choctaws	1876	Sept. 1	May 1	6–20	2, 300
	Seminoles	1876	Sept. 1	May 31		471

a Number under 5 years of age.
b Number between 5 and 17 years of age.
c Estimated.
d For the winter; 68,588 for the summer.
e In 1873.
f For colored population the school age is from 6–16.
g A printed report of later date gives 227,607 as the enrolment.
h These dates are for New Orleans only.
i Number over 15 years of age.

the enrolment, attendance, duration of schools, &c.; from replies to inquiries by the United of Education.

SCHOOL POPULATION.					PUBLIC SCHOOLS.			
Sex.								
Male.	Female.	Number under 6 years of age.	Number over 16 years of age.	Number between 6 and 16 years of age.	Number enrolled in schools during school year.	Average monthly enrolment.	Average daily attendance.	
7	8	9	10	11	12	13	14	
....	....	....	....	....	141, 230	....	101, 676	1
100, 041	90, 241	....	....	....	31, 150	....	....	2
100, 681	99, 385	*a*88, 951	....	*b*200, 066	147, 863	97, 527	89, 539	3
11, 201	10, 411	....	....	....	14, 085	....	8, 141	4
....	....	*c*22, 850	0	*c*114, 249	119, 208	....	*d*75, 822	5
....	....	....	....	....	24, 061	....	....	6
....	....	....	....	....	26, 052	....	16, 720	7
202, 115	191, 922	0	....	....	179, 405	....	115, 121	8
506, 217	486, 137	489, 017	....	....	694, 489	116, 081	420, 031	9
358, 485	336, 221	....	173, 676	521, 030	498, 726	....	298, 324	10
291, 841	276, 185	*c*71, 100	*c*133, 647	*c*365, 493	421, 163	....	251, 372	11
118, 931	113, 930	36, 104	61, 007	135, 750	157, 919	136, 242	118, 612	12
....	....	....	....	....	*g*248, 000	190, 000	160, 000	13
....	....	....	....	....	85, 000	....	54, 390	14
....	....	....	....	....	155, 428	....	104, 318	15
....	....	0	....	....	150, 276	103, 390	75, 726	16
....	....	*a*1, 945	*i*27, 404	....	*j*307, 832	....	*j*222, 704	17
....	....	....	....	....	357, 139	260, 000	210, 000	18
....	....	....	....	....	162, 551	....	....	19
168, 007	156, 982	....	....	....	160, 528	119, 757	97, 302	20
374, 783	350, 945	....	....	....	394, 848	....	*c*182, 000	21
47, 794	44, 367	....	....	....	56, 774	....	....	22
4, 383	4, 092	....	....	....	5, 521	....	3, 832	23
....	....	....	....	....	*k*68, 035	....	47, 921	24
....	....	....	....	....	198, 709	....	107, 961	25
....	....	....	....	....	1, 023, 715	....	559, 537	26
207, 889	200, 407	....	....	....	201, 459	....	104, 173	27
526, 831	500, 417	....	269, 808	757, 440	722, 240	554, 933	448, 100	28
26, 225	24, 424	....	....	....	45, 584	....	30, 389	29
....	....	....	....	....	907, 412	....	575, 597	30
....	....	....	....	....	*m*3, 739 39, 959	*m*2, 720 30, 816	*m*1, 714 27, 562	31
117, 514	110, 614	....	....	228, 128	102, 396	....	....	32
226, 880	215, 578	....	....	....	227, 643	....	142, 266	33
....	....	....	....	....	109, 052	....	....	34
....	....	....	....	....	72, 909	....	45, 318	35
248, 894	233, 895	43, 889	131, 670	307, 230	204, 974	156, 464	117, 843	36
96, 049	88, 711	0	....	....	123, 504	....	72, 278	37
....	....	....	....	....	291, 270	....	....	38
....	....	....	....	....	903	....	580	39
5, 656	5, 390	....	....	....	6, 431	....	....	40
*o*14, 971	*o*16, 700	0	*o*2, 538	*o*29, 133	21, 264	17, 112	16, 318	41
....	....	....	....	....	2, 724	....	....	42
2, 538	2, 354	....	....	....	4, 597	....	....	43
....	....	....	....	....	5, 151	....	....	44
15, 802	14, 990	24, 055	....	30, 792	19, 779	....	13, 420	45
....	....	....	....	....	5, 385	....	....	46
....	....	....	....	....	1, 690	....	....	47
								48
2, 061	1, 980	....	....	....	2, 800	2, 500	1, 500	
375	341	....	....	....	616	575	448	
....	....	....	....	....	1, 133	904	745	
282	189	....	....	....	157	....	108	

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j These from printed report for 1876–'77; a later return places the number enrolled at 310,181, and the average daily attendance at 228,447.

k This figure is from a printed report; in a written return the State superintendent gives 55,599 as the number "in actual attendance."

l Census of 1875.

m In evening schools; 93 are enrolled in both day and evening schools.

n In 1876.

o Census of 1870.

TABLE I.—PART 1.—*Statistics of the school systems of the States and Territories*

	States and Territories.	PUBLIC SCHOOLS.			SCHOOLS OTHER THAN PUBLIC.			
		Number of school rooms, exclusive of those used only for recitation.	Number of school rooms used exclusively for recitation.	Average duration of school in days.	Schools corresponding to public schools below high schools.		Schools corresponding to public high schools.	
					Pupils.		Pupils.	
					Male.	Female.	Male.	Female.
	1	15	16	17	18	19	20	21
1	Alabama			82				
2	Arkansas							
3	California			147				
4	Colorado							
5	Connecticut	2, 530		177. 5	(13, 000)			
6	Delaware							
7	Florida							
8	Georgia							
9	Illinois				24, 635	34, 740		
10	Indiana			128				
11	Iowa			145				
12	Kansas	4, 580	285	108				
13	Kentucky	4, 830		110				
14	Louisiana			135	(20, 693)			
15	Maine			117				
16	Maryland			184				
17	Massachusetts			176	(*b*23, 670)			
18	Michigan			148	(8, 958)			
19	Minnesota			82	(9, 500)			
20	Mississippi			*c*77				
21	Missouri			60				
22	Nebraska			127				
23	Nevada			142. 8	(931)			
24	New Hampshire			92			2, 414	1, 724
25	New Jersey			184				
26	New York			178. 5				
27	North Carolina			60				
28	Ohio	15, 504		160				
29	Oregon	798	200		(4, 341)			
30	Pennsylvania	17, 783		148. 94				
31	Rhode Island	*d*28 788		*d*60 181	*a*1, 170	*a*1, 870	*a*2, 260	*a*1, 600
32	South Carolina			60				
33	Tennessee			70	(28, 291)			
34	Texas			66				
35	Vermont							
36	Virginia	4, 672		112	*e*8, 778	*e*9, 855	*e*2, 111	*e*2, 541
37	West Virginia			95. 04				
38	Wisconsin			*f*149				
39	Arizona	28	4	190	(394)			
40	Dakota			75. 6				
41	District of Columbia	293	10	188				
42	Idaho							
43	Montana	80	4				23	52
44	New Mexico			132	(1, 259)			
45	Utah			146	1, 400	1, 460	700	800
46	Washington	262		130				
47	Wyoming							
48	Indian:							
	Cherokees	83	5	200				
	Creeks	28						
	Choctaws	59		168				
	Seminoles	5	5	180				

a Estimated.
b Average attendance.
c In the counties; in the cities, 200 days.
d In evening schools.

howing the enrolment, attendance, duration of schools, &c.—Continued.

SCHOOLS OTHER THAN PUBLIC.								
Teachers in said schools in all grades.		Whole number of teachers employed in public schools during the year.			Number of teachers necessary to supply the public schools.	Average salary of teachers per month in public schools.		
Teachers.								
Male.	Female.	Male.	Female.	Total.		Male.	Female.	
22	23	24	25	26	27	28	29	
....	....	....	....	4, 145	....	$22 65	$22 65	1
....	....	639	187	826	....	50 00	40 00	2
....	....	1, 184	1, 983	3, 167	3, 167	83 78	69 68	3
....	....	183	250	433	....	56 10	51 45	4
....	....	753	2, 354	3, 107	2, 600	64 55	36 20	5
....	....	270	231	501	570	(30 75)		6
....	....	375	182	557	....	....	....	7
....	....	....	....	....	....	....	....	8
....	....	9, 162	12, 836	21, 998	21, 998	46 17	32 23	9
....	....	8, 109	5, 465	13, 574	....	61 27	39 20	10
....	....	7, 348	12, 518	19, 866	*a*15, 000	34 88	28 69	11
....	....	2, 772	3, 279	6, 051	4, 623	33 19	29 82	12
....	....	1, 600	2, 700	4, 300	4, 300	40 00	35 00	13
(638)		767	740	1, 507	....	45 00	35 00	14
....	....	2, 253	4, 543	6, 796	7, 000	41 84	25 64	15
....	....	1, 243	1, 663	2, 906	2, 685	41 95	41 95	16
....	....	1, 118	7, 390	8, 508	8, 508	75 64	33 04	17
*a*160	....	3, 781	9, 220	13, 001	*a*7, 650	42 54	27 45	18
....	....	1, 711	3, 031	4, 742	3, 700	36 75	28 31	19
....	....	....	....	4, 125	4, 125	29 19½	29 19½	20
....	....	5, 904	3, 747	9, 651	10, 000	(30 00)		21
....	....	1, 571	2, 158	3, 729	2, 612	35 46	31 80	22
....	....	36	77	113	....	112 63	85 20	23
86	88	591	2, 955	3, 546	2, 562	38 37	24 71	24
....	....	954	2, 356	3, 310	3, 081	63 78	37 04	25
....	....	7, 850	22, 311	30, 161	19, 738	....	....	26
....	....	1, 728	654	2, 382	2, 382	30 00	30 00	27
....	....	10, 855	12, 148	23, 003	15, 711	....	....	28
....	....	720	502	1, 222	....	50 00	35 00	29
....	....	9, 096	11, 556	20, 652	....	37 38	32 30	30
*a*100	*a*175	*d*82 212	*d*95 892	*d*177 1, 104	*d*152 850	80 69	45 91	31
....	....	1, 639	1, 035	2, 674	....	28 32	26 87	32
(1, 147)		3, 741	1, 260	5, 001	....	28 53	28 53	33
....	....	....	....	*e*3, 100	....	*e*(53 00)		34
....	....	720	3, 608	4, 328	2, 545	34 44	21 60	35
*e*487	*e*832	2, 967	1, 773	4, 740	....	33 10	27 37	36
....	....	2, 797	896	3, 693	....	34 89	32 09	37
....	....	....	....	9, 858	6, 571	*g*40 48	*g*26 35	38
....	....	6	25	31	31	100 00	50 00	39
....	....	100	154	254	....	....	....	40
....	....	31	299	330	330	96 17	71 21	41
....	....	....	....	....	....	....	....	42
1	8	36	64	100	110	(64 32)		43
41	40	132	15	147	....	....	....	44
30	62	232	238	470	....	45 00	22 50	45
....	....	134	145	279	....	40 00	30 00	46
....	....	21	27	48	....	(71 56)		47
								48
....	....	....	....	93	93	42 80	42 80	
....	....	10	18	28	28	40 00	40 00	
....	....	....	....	57	....	26 00	26 00	
....	....	4	1	5	5	50 00	50 00	

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e In 1875.

f In the counties; in the cities, 193 days.

g In the counties; in the cities the average salaries are: Of men, $108.20; of women, $35.93.

TABLE I.—PART 2.—*Statistics of the school systems of the States and Territories, showing*
States Bureau

	States and Territories.	ANNUAL INCOME.			
		From State tax.	From local tax.	Total from taxation.	Interest on permanent fund, including rents of school lands.
	1	30	31	32	33
1	Alabama	$250, 615		*a*$267, 243	
2	Arkansas	200, 000		200, 000	$12, 000
3	California	1, 766, 257	$1, 486, 233	3, 252, 490	220, 572
4	Colorado	120, 057	63, 394	183, 451	
5	Connecticut	205, 892	1, 047, 053	1, 252, 945	137, 261
6	Delaware	*c*29, 285	186, 940	216, 225	
7	Florida	11, 587	68, 217	79, 804	
8	Georgia	291, 319	142, 727	434, 046	
9	Illinois	1, 000, 000	8, 335, 442	9, 335, 442	304, 898
10	Indiana	1, 494, 330	2, 548, 746	4, 043, 076	624, 094
11	Iowa		4, 120, 059	4, 120, 059	276, 827
12	Kansas				
13	Kentucky	1, 084, 575	500, 000	1, 584, 575	200, 000
14	Louisiana	184, 905	235, 729	420, 634	800
15	Maine	224, 580	657, 705	822, 285	24, 033
16	Maryland	522, 794	814, 569	1, 337, 363	21, 271
17	Massachusetts	*c*41, 065	4, 191, 511	4, 191, 511	140, 861
18	Michigan	*e*492, 147	2, 217, 961	2, 710, 108	220, 896
19	Minnesota	209, 837	750, 163	960, 000	199, 982
20	Mississippi				
21	Missouri		882, 397	882, 397	158, 568
22	Nebraska	89, 574	393, 177	482, 751	98, 459
23	Nevada	44, 247	115, 312	159, 559	
24	New Hampshire	437, 521	101, 212	538, 733	9, 237
25	New Jersey	1, 193, 668	723, 330	1, 916, 998	100, 000
26	New York	2, 703, 519	7, 454, 906	10, 158, 425	170, 000
27	North Carolina	*h*380, 071		*h*380, 071	4, 575
28	Ohio	1, 528, 278	5, 569, 972	7, 098, 250	233, 660
29	Oregon	31, 226	180, 041	211, 267	38, 551
30	Pennsylvania	1, 000, 000	7, 500, 000	8, 500, 000	
31	Rhode Island	80, 753	577, 940	658, 693	10, 902
32	South Carolina	*c*100, 000	53, 965	153, 965	
33	Tennessee			567, 673	150, 750
34	Texas				
35	Vermont	0	513, 107	513, 107	15, 073
36	Virginia	341, 266	*j*702, 213	1, 043, 479	16, 476
37	West Virginia	196, 798	578, 966	775, 764	21, 844
38	Wisconsin			1, 887, 555	192, 063
39	Arizona			20, 708	
40	Dakota			18, 666	7, 717
41	District of Columbia	0	279, 543	279, 543	6, 340
42	Idaho		17, 088	17, 088	
43	Montana			37, 092	
44	New Mexico				
45	Utah	20, 000	30, 115	50, 115	*l*0
46	Washington			49, 765	
47	Wyoming			24, 626	
48	Indian:				
	Cherokees				72, 298
	Creeks	0	0	0	10, 000
	Choctaws	1, 522		1, 522	27, 500
	Seminoles				2, 500

a Includes $116,628 poll tax.
b Estimated.
c From State appropriation.
d Increase in two years.
e District tax required by statute.
f A number of counties not reported; total income should be over $2,000,000.
g Amount paid by State only.

the income, expenditure, and permanent school fund; from replies to inquiries by the United of Education.

ANNUAL INCOME.			Increase of permanent fund in the school year.	ANNUAL EXPENDITURE.			
				Permanent.		Current.	
Revenue from other funds.	From other sources.	Total.		Sites, buildings, and furniture.	Libraries and apparatus.	Salaries of superintendents.	
34	35	36	37	38	39	40	
$50, 000	....	$417, 243	....	....	....	$7, 500	1
....	....	212, 000	$36, 000	....	....	....	2
....	$137, 100	3, 610, 162	122, 900	$147, 426	$74, 113	....	3
....	15, 524	198, 975	....	49, 365	....	....	4
57, 294	58, 719	1, 506, 219	0	172, 216	9, 544	*b*35, 000	5
....	....	216, 225	....	....	....	1, 800	6
....	14, 300	94, 104	....	(14, 639)		6, 748	7
....	....	434, 046	....	....	....	....	8
....	....	9, 640, 340	....	594, 614	4, 141	75, 922	9
....	205, 961	4, 873, 131	53, 698	611, 739	....	....	10
404, 972	547, 171	5, 349, 029	*d*96, 388	847, 017	59, 506	....	11
....	....	1, 570, 755	....	....	....	20, 000	12
25, 000	18, 000	1, 827, 575	0	....	5, 000	25, 000	13
0	45, 934	467, 368	....	....	....	8, 000	14
133, 965	26, 821	1, 067, 104	....	62, 766	....	30, 814	15
....	278, 949	1, 637, 583	....	251, 339	....	28, 250	16
93, 953	68, 844	....	0	....	4, 787	54, 984	17
....	861, 118	3, 792, 122	3, 500	317, 842	21, 388	....	18
....	21, 345	1, 181, 327	100, 000	....	....	18, 625	19
....	....	496, 987	....	....	....	....	20
311, 552	420, 947	*f*1, 773, 464	....	....	....	....	21
22, 038	29, 963	633, 211	11, 789	187, 565	....	22, 038	22
....	35, 976	195, 535	24, 500	48, 542	320	....	23
....	61, 709	609, 679	....	89, 680	....	15, 086	24
29, 018	33, 891	2, 079, 907	31, 718	391, 754	2, 314	26, 704	25
165, 000	1, 617, 479	12, 110, 904	25, 665	1, 358, 404	242, 667	*g*127, 000	26
....	21, 801	406, 447	9, 500	11, 506	....	....	27
328, 609	215, 382	7, 875, 901	14, 000	947, 399	....	143, 724	28
19, 604	38, 951	308, 373	38, 571	25, 346	....	....	29
....	....	8, 500, 000	....	1, 276, 579	....	100, 000	30
10, 474	50, 353	730, 422	2, 872	223, 117	1, 142	11, 418	31
4, 100	31, 288	189, 353	....	1, 635	4, 466	....	32
....	....	718, 423	0	37, 939	8, 442	18, 422	33
....	....	500, 000	....	....	....	....	34
20, 073	....	548, 253	....	*i*60, 884	....	....	35
....	42, 157	1, 102, 112	....	99, 500	1, 125	46, 361	36
0	63, 036	860, 644	15, 167	123, 211	3, 478	14, 096	37
461, 922	201, 803	2, 743, 343	....	258, 016	16, 188	*k*84, 005	38
....	....	20, 708	....	39, 732	4, 704	1, 100	39
8, 294	2, 991	37, 668	....	5, 414	290	....	40
0	85, 113	370, 996	0	27, 191	0	12, 370	41
....	19, 126	36, 214	....	....	....	....	42
....	....	37, 092	....	23, 500	500	4, 300	43
....	....	25, 473	....	....	....	....	44
30, 717	129, 230	210, 062	....	30, 717	....	1, 500	45
....	....	49, 765	....	....	....	....	46
....	....	....	....	....	....	....	47
							48
....	....	72, 298	....	9, 959	....	2, 500	
3, 000	0	13, 000	0	....	....	....	
....	....	29, 022	....	....	....	....	
1, 500	....	4, 000	....	....	....	250	

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h Of this $121,645 was a balance on hand at the end of June, 1876.
i Includes repairs.
j Including an unexpended balance from last year of $191,652.
k Amount expended for old indebtedness.
l School lands will not become available until Utah is admitted into the Union as a State.

TABLE I.—PART 2.—*Statistics of the school systems of the States and Territories,*

	States and Territories.	ANNUAL EXPENDITURE.			
		Current.		Total.	Expenditure in the year per capita of the school population.
		Salaries of teachers.	Miscellaneous or contingent (includes fuel, light, rent, repairs, &c.).		
	1	41	42	43	44
1	Alabama	$384, 993	....	$392, 493	$1 02
2	Arkansas	*73, 166	....	*119, 403	....
3	California	*a*2, 149, 436	$378, 754	2, 749, 729	13 74
4	Colorado	140, 780	25, 111	215, 256	7 95
5	Connecticut	1, 058, 682	234, 781	1, 510, 223	....
6	Delaware	114, 027	102, 198	218, 025	....
7	Florida	74, 628	5, 707	101, 722	....
8	Georgia	....	....	....	1 10
9	Illinois	5, 000, 000	1, 713, 919	7, 388, 596	7 45
10	Indiana	3, 049, 094	1, 012, 933	4, 673, 766	5 90
11	Iowa	*a*2, 593, 645	1, 337, 258	5, 197, 426	7 90
12	Kansas	824, 966	....	*c*1, 328, 376	5 70
13	Kentucky	1, 000, 000	100, 000	1, 130, 000	2 00
14	Louisiana	*e*295, 504	66, 325	*e*369, 829	....
15	Maine	951, 877	125, 211	1, 170, 668	5 11
16	Maryland	1, 085, 063	272, 931	1, 637, 583	5 07
17	Massachusetts	*f* 871, 857	430, 255	*g*5, 582, 519	15 26
18	Michigan	1, 941, 338	907, 345	3, 187, 913	6 05
19	Minnesota	791, 679	....	*c*1, 181, 327	....
20	Mississippi	....	....	481, 215	....
21	Missouri	....	....	2, 374, 960	....
22	Nebraska	457, 049	194, 612	*i*861, 264	7 51
23	Nevada	101, 016	12, 882	162, 760	....
24	New Hampshire	429, 021	70, 867	604, 654	....
25	New Jersey	1, 481, 124	28, 006	1, 929, 902	5 30
26	New York	7, 915, 634	*j*2, 467, 198	*j*12, 110, 903	....
27	North Carolina	263, 524	15, 760	*k*406, 447	. 685
28	Ohio	4, 957, 254	1, 362, 691	7, 411, 068	7 21
29	Oregon	190, 922	25, 625	241, 893	4 77
30	Pennsylvania	4, 817, 563	2, 389, 237	8, 583, 379	....
31	Rhode Island	*l*412, 543	*l*77, 742	*l*725, 962	*m*9 09
32	South Carolina	212, 582	7, 338	226, 021	....
33	Tennessee	565, 651	37, 930	*c*699, 513	1 58
34	Texas	....	....	496, 083	....
35	Vermont	420, 826	55, 443	537, 153	5 81
36	Virginia	778, 883	124, 477	1, 050, 346	1 98
37	West Virginia	531, 545	120, 942	793, 272	....
38	Wisconsin	1, 563, 038	328, 391	2, 249, 638	....
39	Arizona	10, 400	6, 907	62, 843	....
40	Dakota	15, 639	4, 988	*n*37, 668	....
41	District of Columbia	239, 854	91, 581	370, 996	10 90
42	Idaho	14, 376	2, 214	16, 590	....
43	Montana	25, 804	....	54, 104	11 05
44	New Mexico	15, 432	3, 458	18, 890	....
45	Utah	127, 480	....	....	....
46	Washington	....	....	....	3 82
47	Wyoming	*16, 400	....	*16, 400	....
48	Indian:				
	Cherokees	43, 075	54, 576	110, 110	24 78
	Creeks	11, 200	1, 800	13, 000	....
	Choctaws	12, 000	....	29, 022	12 62
	Seminoles	2, 250	700	3, 200	....

* From Report of the Commissioner of Education for 1876.

a Includes salaries of superintendents.

b Per capita of population between 5 and 17.

c Items not all reported.

d Of this amount $1,336,727.98 are deposited in the State treasury; the balance is the (estimated) amount unpaid on school lands already sold.

e Includes $23,692, debt previously incurred, paid in 1877.

f Only a partial report.

g From the printed report for 1876–'77; all other financial statistics are from a written return of much later date.

showing the income, expenditure, and permanent school fund, &c.—Continued.

ANNUAL EXPENDITURE.							
Expenditure in the year per capita of pupils enrolled in public schools.	Expenditure in the year per capita of average attendance in public schools.	Expenditure in the year per capita of population between 6 and 16.	Expenditure in the year per capita of population between 6 and 16, including interest on the value of all school property.	Amount of available school fund.	Amount of permanent school fund (including portion not now available).	Estimated real value of sites, buildings, and all other school property.	
45	46	47	48	49	50	51	
$2 72	$3 08	....	....	$360, 000	$450, 000	....	1
....	....	....	....	200, 000	....	....	2
18 59	28 19	*b*$13 74	*b*$14 04	1, 860, 400	1, 911, 400	$5, 933, 244	3
12 20	21 10	....	....	....	....	472, 983	4
....	....	....	....	2, 025, 000	2, 025, 000	....	5
9 65	....	....	....	....	....	450, 957	6
....	....	....	....	....	....	....	7
2 42	3 77	....	....	....	....	....	8
10 63	....	....	....	....	....	17, 783, 929	9
8 23	13 76	7 87	9 18	8, 842, 291	8, 924, 570	11, 376, 730	10
10 67	17 87	12 29	14 05	3, 460, 348	3, 498, 243	9, 204, 189	11
8 41	11 19	9 78½	....	*d*2, 036, 000	10, 000, 000	4, 337, 654	12
4 00	5 00	....	....	1, 000, 000	1, 600, 000	2, 300, 000	13
....	....	....	....	....	....	736, 575	14
7 15	10 65	....	....	400, 500	....	3, 022, 722	15
9 32	18 50	....	....	906, 229	906, 229	....	16
14 62	19 85	....	....	2, 067, 000	....	....	17
10 80	13 52	....	....	3, 151, 418	4, 843, 662	9, 450, 000	18
....	....	....	....	*h*3, 378, 569	12, 000, 000	2, 999, 424	19
....	....	....	....	....	....	....	20
....	....	....	....	5, 105, 389	7, 300, 803	....	21
12 19	....	....	....	1, 615, 021	18, 229, 687	1, 862, 386	22
....	....	....	....	274, 500	....	165, 801	23
7 34	14 40	....	....	....	....	2, 357, 405	24
8 49	15 64	....	....	1, 650, 350	1, 650, 350	6, 518, 504	25
....	....	....	....	3, 130, 763	....	....	26
1 39	2. 687	....	....	91, 500	2, 289 139	225, 000	27
10 70	17 25	8 46	10 12	....	....	21, 145, 127	28
5 32	7 96	....	....	....	509, 000	450, 560	29
....	....	....	....	....	....	25, 460, 762	30
*m*12 13	*m*17 59	....	....	240, 376	259, 769	2, 644, 541	31
....	....	....	....	....	....	....	32
3 70	4 91	....	....	2, 512, 500	2, 512, 500	1, 090, 814	33
....	....	....	....	....	....	....	34
7 34	11 85	....	....	669, 087	....	....	35
4 66	8 11	3 11	3 30	1, 430, 645	1, 430, 645	969, 317	36
....	....	....	....	340, 411	340, 411	1, 660, 467	37
....	....	....	....	2, 596, 361	....	5, 183, 902	38
20 38	31 73	....	....	....	....	....	39
....	....	....	....	....	....	....	40
16 24	21 16	11 85	14 26	0	0	1, 169, 614	41
....	....	....	....	....	....	....	42
....	....	....	....	....	(*o*)	80, 000	43
....	....	....	....	....	....	....	44
....	....	....	....	....	600, 000	....	45
9 24	....	....	....	....	....	....	46
....	....	....	....	....	....	....	47
35 76	62 76	....	....	....	1, 306, 961	165, 000	48
....	....	....	....	....	200, 000	....	
25 62	38 96	....	....	....	....	....	
....	....	....	....	....	....	....	

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h Estimated.

i In a special return made by Superintendent Thompson this amount appears as $1,027,192; this possibly includes payments made during the year on account of past indebtedness.

j Including balance on hand of $1,134,669.

k Including balance on hand of $115,657.

l Includes expenditure for evening schools.

m For current expenditure only.

n Includes an amount remaining on hand of $10,306, and also $1,031 paid on bonds and interest.

o Two sections of land in each township.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1877; from replies to inquiries by the United States Bureau of Education.*

	City.	Superintendent.	Total population (census of 1870).	Estimated present population.	School population.				Number enrolled in public schools.			Estimated enrolment in private and parochial schools.	Number of school days in the year.	Number of days the schools were taught.
					Legal school age.	Number under 6 years of age.	Number over 16 years of age.	Total number of legal school age.	Number under 6 years of age.	Number over 16 years of age.	Whole number enrolled, excluding duplicate enrolments.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Little Rock, Ark	J. M. Fish	12, 214	17, 000	6–21	....	2, 262	6, 462	....	95	1, 960	300	180	170
2	San Francisco, Cal	A. L. Mann	150, 005	301, 020	5–17	38, 759	2, 485	51, 889	0	2, 847	37, 286	....	209	209
3	San José, Cal*	J. G. Kennedy	9, 009	16, 000	5–17	....	....	3, 074	0	....	2, 374	400	200	198
4	Stockton, Cal	George S. Ladd	10, 066	15, 000	5–17	768	307	3, 011	0	90	1, 693	120	200	196
5	Denver, Colo *a*	Aaron Gove	4, 800	21, 000	6–21	....	....	2, 481	....	....	2, 078	100	200	195
6	Bridgeport, Conn	H. M. Harrington	21, 735	25, 000	4–16	1, 297	....	6, 376	....	....	4, 735	450	210	196
7	Hartford, Conn	John Henry Brocklesby	37, 180	41, 600	4–16	....	....	9, 621	....	....	7, 596	*1, 337	197	197
8	New Britain, Conn*	Charles Northend	9, 430	12, 000	4–16	600	0	3, 176	200	66	2, 516	97	200	198
9	New Haven, Conn	Ariel Parish	49, 621	58, 675	4–16	2, 481	....	12, 964	2, 154	256	10, 682	1, 500	200	200
10	New London, Conn	Ralph Wheeler	9, 580	10, 000	4–16	350	0	2, 101	300	54	1, 915	40	200	200
11	Norwalk, Conn*	J. A. Hamilton, secretary	12, 119	13, 000	4–16	507	0	3, 254	143	25	2, 873	100	210	203
12	Wilmington, Del	D. W. Harlan	30, 841	40, 000	6–21	....	2, 066	9, 178	....	....	6, 687	....	203	199
13	Atlanta, Ga	B. Mallon	21, 789	35, 000	6–18	....	....	10, 362	....	....	3, 280	800	202	202
14	Augusta, Ga	W. H. Fleming	15, 389	23, 768	6–18	....	....	4, 912	....	....	2, 016	500	187	186
15	Columbus, Ga	George M. Dews	7, 401	9, 000	6–18	0	552	2, 463	0	54	1, 212	250	200	187
16	Macon, Ga	B. M. Zettler	13, 100	15, 000	6–18	....	....	3, 442	....	....	1, 227	100	180	140
17	Savannah, Ga	W. H. Baker	28, 235	28, 000	6–18	....	....	6, 919	....	....	....	350	200	180
18	Alton, Ill	E. A. Haight	8, 665	10, 500	6–21	....	....	3, 164	....	20	1, 496	600	210	196
19	Belleville, Ill	Henry Raab	9, 825	12, 000	6–21	....	....	4, 467	0	24	1, 964	700	210	198
20	Bloomington, Ill	Sarah E. Raymond	14, 000	25, 000	6–21	....	....	7, 292	0	251	3, 486	....	180	177
21	Chicago, Ill	Duane Doty	298, 977	450, 000	6–21	....	*b*31, 748	*b*110, 184	....	1, 592	53, 529	20, 000	200	197
22	Decatur, Ill	E. A. Gastman	7, 176	10, 000	6–21	....	762	3, 094	....	....	1, 869	200	180	177
23	Freeport, Ill	C. C. Snyder	10, 500	12, 000	6–21	....	....	2, 852	1, 440	200	1, 640	200	200	196
24	Galesburg, Ill	M. Andrews	12, 400	14, 000	6–21	....	....	4, 127	0	131	2, 231	....	180	178
25	Jacksonville, Ill	D. H. Harris	9, 203	12, 000	6–21	....	1, 350	3, 689	0	80	1, 844	1, 000	187	187
26	Joliet, Ill	J. F. Perry	7, 263	14, 000	6–21	....	....	3, 557	0	....	2, 606	604	198	197
27	Peoria, Ill	Harrison Smith, secretary	23, 000	32, 000	6–21	....	....	8, 881	....	....	4, 173	1, 600	190	188
28	Quincy, Ill	T. W. Macfall	24, 000	32, 000	6–21	....	....	8, 511	....	....	3, 554	1, 800	200	195
29	Rockford, Ill	Jas. H. Blodgett, prin. West High Sch'l	11, 049	14, 000	6–21	0	....	4, 901	....	....	....	475	198	195
30	Rock Island, Ill	J. F. Everett	7, 890	11, 100	6–21	....	....	3, 567	....	....	1, 955	450	180	178
31	Springfield, Ill*	Andrew M. Brooks	17, 364	25, 000	6–21	0	....	10, 722	....	....	2, 616	....	....	180

32	Fort Wayne, Ind	John S. Irwin	17, 718	28, 400	6–21		3, 109	10, 588		130	3, 558	2, 300	195	195
33	Indianapolis, Ind	G. P. Brown[c]	48, 244	100, 000	6–21		5, 395	22, 806		732	12, 060	1, 340	200	195
34	Jeffersonville, Ind	E. S. Hopkins, A. M	7, 254	10, 000	6–21		614	2, 723			1, 300	300	190	188
35	Lafayette, Ind	J. T. Merrill	15, 000	22, 000	6–21			6, 020				1, 000	200	195
36	Logansport, Ind	John K. Walts	8, 950	15, 000	6–21		977	3, 788			1, 824		200	197
37	Madison, Ind*	M. Shannon, secretary	10, 700	12, 500	6–21	0		4, 652			1, 721	276	200	200
38	Richmond, Ind	John Cooper	12, 000	14, 000	6–21			4, 236	0	234	2, 094	565	180	180
39	South Bend, Ind	Alfred Kummer	12, 000	15, 000	6–21			3, 138	0		1, 601	250	180	178
40	Terre Haute, Ind	William H. Wiley	16, 103	21, 000	6–21	0	d2, 436	7, 101	0	373	3, 892	300	200	197. 5
41	Burlington, Iowa	R. G. Saunderson	21, 170	28, 000	5–21	429	1, 795	5, 963		175	3, 356	1, 000	200	192
42	Council Bluffs, Iowa	W. H. Hatch	10, 020		5–21			3, 128			1, 545	250	200	198
43	Davenport, Iowa	Phœbe W. Ludlow	20, 038	*24, 000	5–21				318	e196	e4, 710		200	191
44	Des Moines, west side, Ia	J. H. Thompson	12, 035	14, 000	5–21			3, 592	183	74	1, 955	400	190	188
45	Dubuque, Iowa*	Thomas Hardie, secretary	18, 484		5–21			8, 896	158	172	2, 867			
46	Keokuk, Iowa	W. W. Jamieson	12, 769	15, 000	5–21			5, 732			2, 500	500	180	180
47	Atchison, Kans	I. C. Scott	10, 927	12, 000	5–21	800	900	3, 000	65	130	1, 320	300	200	180
48	Lawrence, Kans	W. A. Boles	8, 320		5–21	332	587	2, 652			1, 449		170	
49	Leavenworth, Kans*	John Wherrell	17, 873		5–21	809	1, 410	5, 669			2, 048	822	200	198
50	Covington, Ky	B. D. Best	30, 000	35, 000	6–18			9, 800		300	3, 500		210	200
51	Lexington, Ky	J. O. Harrison	14, 801	15, 000	f6–20			5, 989			1, 788	500	200	192
52	Louisville, Ky*	George H. Tingley, jr	100, 753	125, 000	6–20	0		g45, 000			17, 533		207	202
53	Newport, Ky	W. H. Jones	15, 087	18, 500	6–20			6, 500	0	53	2, 674		210	200
54	Paducah, Ky	D. C. Culley	6, 866	10, 000	6–20			1, 946	0		790	320	224	215
55	New Orleans, La	William O. Rogers	191, 418	203, 439	6–21				40	336	20, 399	12, 000	202	172
56	Bangor, Me	C. P. Roberts, school agent	18, 289	*18, 500	4–21			5, 586			3, 700		185	182
57	Biddeford, Me	Royal E. Gould, school agent	10, 282	12, 000	4–21			3, 451			2, 092		200	196
58	Lewiston, Me	Abner J. Phipps	13, 602	*20, 000	4–21	633	2, 435	6, 479		175	3, 560		189	184
59	Portland, Me	Thomas Tash	31, 418	36, 000	5–21	630	3, 865	11, 300	350	375	6, 161	1, 500	200	200
60	Baltimore, Md	Henry E. Shepherd	267, 354	350, 000	6–18			77, 000					186	186
61	Adams, Mass	A. G. Lewis	12, 090	h15, 765	5–15			3, 171			3, 374	0	195	190
62	Boston, Mass*	John D. Philbrick	250, 526	h341, 919	5–15		0	58, 636			55, 417		224	224
63	Cambridge, Mass	Francis Cogswell		h47, 838	5–15			*8, 218			10, 323	1, 269	200	200
64	Chicopee, Mass*		9, 607	10, 000	5–15		0	1, 970			1, 147	600	200	
65	Fall River, Mass*	William Connell, jr	26, 766	45, 160	5–15	1, 500	0	7, 900			7, 537	1, 000	200	192
66	Fitchburg, Mass	Joseph G. Edgerly	11, 260	12, 000	5–15	238		2, 179	238	159	2, 505	20	195	191
67	Haverhill, Mass*	R. Stuart Chase, secretary	13, 092	h14, 628	5–15		0	2, 608			2, 632	40	200	194
68	Holyoke, Mass	L. H. Marvel	10, 733	18, 500	5–15			2, 523			2, 272	1, 100	200	193
69	Lowell, Mass	Charles Morrill	40, 928	53, 000	5–15	800		7, 540	700	380	10, 067	550	204	195
70	Lynn, Mass	W. P. Sargent, secretary school com	28, 233	32, 600	5–15	600		5, 799				100	210	205
71	Marlboro', Mass	William D. Burdett, chairman	8, 475	8, 581	5–15			1, 936			2, 047		i180	i175
72	Milford, Mass	George E. Stacy, secretary	9, 890		5–15		157	2, 223		157	2, 171	75	j180	
73	New Bedford, Mass*	Henry F. Harrington	21, 320	27, 000	5–15	1, 620	0	4, 002	620	150	3, 822	350	205	203
74	Newburyport, Mass*	Isaac P. Noyes, secretary	12, 595	13, 000	5–15	624	0	2, 743	515	90	2, 218	80	260	255
75	Newton, Mass	E. Hunt, LL. D	12, 825	16, 700	5–15			2, 853		380	3, 342	320	200	197
76	Pittsfield, Mass*	W. B. Rice, chairman executive com	11, 112	12, 255	5–15		0	2, 558	174	96	2, 070	191	180	176
77	Salem, Mass*	Augustus D. Small	24, 117		5–15		0	4, 430	278	147	4, 794	725	206	200
78	Springfield, Mass	A. P. Stone	26, 703	31, 000	5–15			5, 375	580	300	6, 286		200	197

* From Report of the Commissioner of Education for 1876.

[a] The report here given is for the city of Denver, exclusive of East Denver; which latter division comprises about one-eighth of the city.

[b] School census of 1876.

[c] Has been succeeded by Superintendent H. S. Tarbell.

[d] Number over 15 years of age.

[e] Includes evening schools.

[f] The legal school age for colored children is from 6–16.

[g] Estimated.

[h] Census of 1875.

[i] In primary schools, 160 and 155.

[j] In high schools, 200.

TABLE II.—*School statistics of cities containing* 7,500 *inhabitants and over, for* 1877, *&c.*—Continued.

	City.	Superintendent.	Total population (census of 1870).	Estimated present population.	School population.				Number enrolled in public schools.			Estimated enrolment in private and parochial schools.	Number of school days in the year.	Number of days the schools were taught.
					Legal school age.	Number under 6 years of age.	Number over 16 years of age.	Total number of legal school age.	Number under 6 years of age.	Number over 16 years of age.	Whole number enrolled, excluding duplicate enrolments.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
79	Taunton, Mass	William W. Waterman*	18,467	19,000	5–15	265	....	3,413	321	165	3,629	68	195	195
80	Weymouth, Mass*	F. B. Gamwell	9,010	9,819	5–15	270	0	1,936	256	100	1,931	20	200	196
81	Woburn, Mass	E. H. Davis	8,560	10,105	5–15	305	....	*a*1,955	110	....	....	100	200	200
82	Worcester, Mass	A. P. Marble	41,115	52,000	5–15	1,819	....	9,097	1,593	572	9,901	1,325	205	192
83	Adrian, Mich*	William H. Payne	8,438	10,000	5–20	....	....	2,824	....	....	1,449	500	200	193
84	Ann Arbor, Mich	Walter S. Perry	7,363	7,500	5–20	138	664	2,419	104	410	1,864	270	200	200
85	Bay City, Mich	I. W. Morley	7,064	18,000	5–20	....	....	4,278	428	327	2,841	....	198	196.5
86	Detroit, Mich	J. M. B. Sill	79,580	*110,000	5–20	....	....	35,739	....	....	13,827	5,000	200	183
87	East Saginaw, Mich *b*	H. S. Tarbell	11,350	17,500	5–20	380	976	5,117	75	83	3,177	100	200	195
88	Grand Rapids, Mich	A. J. Daniels	16,507	30,000	5–20	....	....	9,129	243	225	5,019	800	200	192
89	Saginaw, Mich	Cornelius A. Gower	7,461	10,500	6–20	....	....	2,835	0	98	1,564	400	200	194.5
90	Minneapolis, Minn *c*	O. V. Tousley	13,000	35,000	5–21	....	....	....	(*d*)	216	3,562	800	196	196
91	St. Paul, Minn	L. M. Burrington	20,045	40,000	5–21	....	....	11,134	....	....	4,316	2,500	200	194
92	Natchez, Miss*	....	9,057	9,000	5–21	....	257	....	0	48	591	299	....	90
93	Vicksburg, Miss	C. E. Bent	12,346	11,000	5–21	....	....	2,400	....	....	1,450	300	195	183
94	Hannibal, Mo	W. H. Ide, secretary	10,125	12,000	6–20	0	622	3,306	0	98	1,877	300	150	148
95	Kansas City, Mo	J. M. Greenwood	32,000	42,000	6–20	....	....	8,303	....	135	4,334	1,000	200	197
96	St. Joseph, Mo	Edward B. Neely	19,565	25,000	6–20	0	2,172	6,822	0	202	3,514	825	200	180
97	St. Louis, Mo	W. T. Harris	310,864	500,000	6–20	....	34,600	146,000	2,480	3,426	47,676	22,486	200	198
98	Omaha, Nebr	S. D. Beals	16,083	22,000	5–21	427	1,343	4,753	264	129	2,911	200	206	196
99	Manchester, N. H	W. E. Buck	23,536	25,000	5–15	312	....	3,065	367	254	3,607	2,000	200	188
100	Nashua, N. H	John H. Goodale	10,543	11,000	5–16	420	....	2,307	381	126	2,138	90	180	175
101	Portsmouth, N. H	John Pender, secretary	9,200	10,000	5	15	105	2,154	57	105	1,964	50	248	244
102	Camden, N. J*	H. L. Bonsall	20,045	40,000	5–18	....	....	10,842	....	....	5,270	1,200	200	190
103	Elizabeth, N. J*	Elias D. Smith	20,832	25,000	5–18	....	....	6,817	....	....	4,547	1,800	210	202
104	Jersey City, N. J	William S. Dickinson	82,630	120,000	5–18	2,884	5,768	37,482	*c*3,500	*c*500	*c*20,876	8,000	205	205
105	Newark, N. J*	George B. Sears	105,059	120,000	5–18	2,862	5,625	37,206	0	354	17,356	7,378	210	205
106	New Brunswick, N. J	Henry B. Pierce	15,058	18,000	5–18	*e*392	*e*784	*e*5,496	203	40	2,604	1,200	210	202
107	Orange, N. J	U. W. Cutts	9,343	11,300	5–18	....	....	3,518	42	28	1,561	650	200	200
108	Paterson, N. J	William J. Rogers	33,579	39,500	5–18	....	....	13,193	....	....	9,264	1,400	204	203
109	Trenton, N. J	William S. Lalor	22,919	26,031	5–18	890	1,650	9,040	500	256	2,606	2,300	200	195

110	Auburn, N. Y	B. B. Snow	17,400	18,500	5–21	322	1,420	5,162	30	177	2,616	1,100	200	193
111	Binghamton, N. Y*	O. B. Bruce	12,692	16,500	5–21	408	1,294	4,509	373	164	3,187	507	210	207
112	Buffalo, N. Y*	W. S. Rice	117,714	143,594	5–21			*e*40,000	2,000		20,240	10,000	205	203
113	Cohoes, N. Y	Oliver P. Steves	15,357	22,000	5–21	*f*2,164	*g*3,464	9,207	*f*600	*g*225	3,530	375	204	204
114	Elmira, N. Y	M. M. Merrell	15,863	22,000	5–21	346	1,062	5,752	129	128	4,324		195	195
115	Ithaca, N. Y	L. C. Foster	10,058	10,100	5–21	179	788	2,501	63	123	*h*1,729	46	192	192
116	Kingston, N. Y *i*	C. M. Ryon, secretary	*e*7,500	*8,000	5–21							297	206	206
117	Lockport, N. Y	Arthur A. Skinner	12,500	13,000	5–21			4,185	187	468	3,014	500	201	198
118	Long Island City, N. Y	Alanson Palmer	12,208	19,000	4–21	500	970	5,170	400	50	3,100	210	212	201
119	Newburgh, N. Y	R. V. K. Montfort	17,014	17,300	5–21			5,885	116	113	2,557	472	199	199
120	New York, N. Y	Henry Kiddle	*j*1,041,886	1,200,000	4–21						164,678	60,000	203	203
121	Ogdensburg, N. Y	N. W. H ward	10,076	11,000	5–21			4,053			1,848	1,080	200	197
122	Oswego, N. Y	Virgil C. Douglass	20,910	22,400	5–21			8,831			4,331	1,435	195	195
123	Poughkeepsie, N. Y	Richard Brittain, clerk	20,080	20,000	5–21			6,002			3,989	610	205	202
124	Rochester, N. Y	C. N. Simmons	62,386	75,000	5–21	4,624	6,424	29,146	1,261	528	11,838		197	197
125	Rome, N. Y*	O. C. Harrington	11,000	13,000	5–21	255	1,001	3,305	198	155	2,103	450	200	192
126	Saratoga Springs, N. Y	L. S. Packard	7,516	*9,000	5–21	176	880	2,711	139	100		165	210	190
127	Schenectady, N. Y*	S. B. Howe	11,026	13,000	5–21	345	1,690	4,430		283	2,183	500	206	202
128	Syracuse, N. Y	Edward Smith	43,051	59,084	5–21	1,154	5,462	16,824	804	294	9,265	1,786	200	197
129	Troy, N. Y*	David Beattie	46,465	50,000	5–21	*e*700	*e*12,200	*e*17,900	760	72	8,070	2,000	204	204
130	Utica, N. Y	A. McMillan	32,070	35,000	6–21		*e*2,500	*e*11,200	0	910	5,076	700	200	196
131	Watertown, N. Y*	A. R. Beal	9,336	11,000	5–21			3,123			2,015	150	200	191
132	Yonkers, N. Y	Joseph H. Palmer, commissioner	12,733	18,500	5–21			6,437			3,276	841	200	
133	Akron, Ohio	Samuel Findley	10,006	17,000	6–21	0	1,237	4,150	0	214	2,658	458	200	195
134	Canton, Ohio	John H. Lehman	8,660	12,500	6–21		856	3,675		120	1,963	700	195	189
135	Chillicothe, Ohio	G. N. Carruthers	9,000	13,000	6–21	0	989	3,241	0	234	1,758	350	190	188
136	Cincinnati, Ohio	John B. Peaslee	216,239	267,000	6–21		20,307	93,042		130	30,049	18,357	210	207
137	Cleveland, Ohio	Andrew J. Rickoff	92,829	133,650	6–21		9,904	45,429		392	21,659	9,564	200	196
138	Columbus, Ohio	R. W. Stevenson	31,247	49,381	6–21		3,303	14,209		216	7,111	1,548	200	192
139	Dayton, Ohio	John Hancock	30,100	35,000	6–21		2,913	10,769		219	5,376	2,080	200	195
140	Hamilton, Ohio	Alston Ellis	11,081	14,000	6–21		1,618	5,546		1,728	1,762	1,000	200	200
141	Mansfield, Ohio	John Simpson	8,000	10,000	6–21			2,738	0	104	1,744	300	180	176
142	Newark, Ohio	J. C. Hartzler	6,980	11,000	6–21		1,108	3,519	0	87	1,701	263	190	184
143	Portsmouth, Ohio	M. S. Campbell	10,592	12,000	6–21		1,171	3,968		120	2,079	300	200	198
144	Sandusky, Ohio	U. T. Curran	13,000	17,000	6–21		1,884	6,491		79	2,299	1,000	200	198
145	Springfield, Ohio	W. J. White	12,652	20,000	6–21		1,370	4,994		177	2,835	150	195	185
146	Steubenville, Ohio	Martin R. Andrews	8,107	13,500	6–21	0	1,814	5,036		81	2,285	450	198	198
147	Toledo, Ohio	A. A. McDonald	33,000	50,000	6–21		3,128	13,992		241	7,636	2,200	200	198.5
148	Zanesville, Ohio*	A. T. Wiles	10,011	18,000	6–21	0	1,692	5,411	0	180	2,946	500	198	195
149	Portland, Oreg	S. W. King	8,293	15,000	4–20			3,307			2,358	395	200	200
150	Allegheny, Pa	John Davis	53,180	70,000				*e*15,000			9,672	4,000	200	195
151	Allentown, Pa	R. K. Buehrle	14,000	15,000	6–21						3,288	400	140	140
152	Altoona, Pa	D. S. Keith	10,610	17,000	6–21		85	3,289		61	2,382	907	198	189
153	Carbondale, Pa	D. W. Lathrop	7,000	8,500	6–21		500	2,500		256	1,879	100	176	176
154	Chester, Pa	A. Robinette	9,485	14,000	6–21		400	3,400		338		250	200	193
155	Danville, Pa*	F. C. Grau, deputy superintendent	8,436	7,000	6–21	0					1,679	125	157	157
156	Easton, Pa	William W. Cottingham	11,000	14,000	6–21					600	2,316	150	214	203

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* From Report of the Commissioner of Education for 1876.

a Number between 5 and 16.

b This report has been kindly supplied by the present superintendent, J. C. Jones.

c West division.

d City takes none under 6.

e Estimated.

f Under 8 years of age.

g Over 14 years of age.

h Includes 104 non-resident pupils.

i The statistics are for the Kingston school district only.

j Census of 1875.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1877, &c.*—Continued.

	City.	Superintendent.	Total population (census of 1870).	Estimated present population.	School population.				Number enrolled in public schools.			Estimated enrolment in private and parochial schools.	Number of school days in the year.	Number of days the schools were taught.
					Legal school age.	Number under 6 years of age.	Number over 16 years of age.	Total number of legal school age.	Number under 6 years of age.	Number over 16 years of age.	Whole number enrolled, excluding duplicate enrolments.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
157	Erie, Pa*	H. S. Jones	19, 646	27, 000	6–21	0	2, 657	8, 402	....	170	4, 057	1, 300	200	192
158	Harrisburg, Pa	D. S. Burns	23, 104	28, 000	6–21	0	....	....	0	186	5, 242	550	220	216
159	Lancaster, Pa*	B. F. Shaub, county superintendent	20, 233	23, 000	6–21	0	....	....	....	....	2, 813	810	220	205
160	New Castle, Pa	Martin Gantz	6, 164	9, 000	6–21	....	500	2, 250	....	341	1, 541	500	176	165
161	Norristown, Pa	Joseph K. Gotwals	10, 753	14, 500	6–21	....	....	....	....	160	2, 087	600	220	201
162	Philadelphia, Pa	Henry W. Halliwell, secretary	674, 022	800, 000	6	....	....	....	....	....	101, 924	....	200	200
163	Pittsburgh, Pa*	George J. Luckey	86, 076	130, 000	6–21	0	....	....	....	....	21, 488	11, 060	200	200
164	Pottsville, Pa*	B. F. Patterson	12, 384	15, 000	6–21	0	1, 525	4, 525	0	125	2, 199	100	200	200
165	Reading, Pa*	Thomas Severn	33, 930	40, 130	6–21	0	....	....	0	500	6, 252	....	210	195
166	Scranton, Pa., 4th dist*	Jos. Roney	17, 500	18, 000	6–21	0	....	....	....	....	3, 816	850	220	....
167	Shenandoah, Pa	G. W. Bartch	....	8, 000	6–21	....	1, 100	3, 300	....	50	1, 808	....	166	161
168	Titusville, Pa	H. C. Bosley	8, 700	10, 000	6–21	....	*a*800	2, 800	....	165	1, 665	300	196	196
169	Wilkes-Barre, Pa., 3d dist	J. C. Geyer	*b*10, 174	10, 000	6–21	....	....	....	....	25	1, 705	300	200	189
170	Williamsport, Pa	S. Transeau	16, 030	22, 000	6–21	....	*a*560	3, 960	0	173	3, 623	200	168	162. 5
171	York, Pa	W. H. Shelley	11, 003	14, 000	6–21	0	50	....	0	74	2, 324	400	168	168
172	Newport, R. I	Thomas H. Clarke	12, 521	*c*14, 028	5–15	108	....	2, 807	98	164	*d*2, 586	1, 010	200	195
173	Providence, R. I	Daniel Leach	68, 904	*c*100, 675	5–16	....	....	....	....	....	*a*13, 000	....	200	....
174	Warwick, R. I	J. F. Brown	10, 453	11, 614	5–16	....	....	....	....	....	2, 078	....	200	196
175	Woonsocket, R. I	Charles J. White	13, 576	14, 000	5–16	....	....	3, 236	....	....	1, 806	644	200	193
176	Chattanooga, Tenn	H. D. Wyatt	6, 093	12, 000	6–18	....	*a*425	2, 421	....	*a*40	1, 709	225	180	165
177	Knoxville, Tenn	H. T. Morton	8, 682	16, 000	6–18	....	....	1, 949	....	....	1, 415	300	200	192
178	Memphis, Tenn	J. T. Leath	40, 226	50, 000	6–20	....	....	9, 091	....	....	3, 097	2, 000	177	170
179	Nashville, Tenn	S. Y. Caldwell	25, 865	27, 085	6–18	0	2, 355	9, 535	0	260	4, 032	500	203	191
180	Houston, Tex	H. H. Smith	10, 000	27, 000	8–14	....	....	2, 890	....	....	1, 583	350	175	167
181	Burlington, Vt*	C. J. Alger	14, 387	15, 000	5–20	....	....	3, 207	....	....	1, 250	.... }	180 *e*200	178 *e*194
182	Rutland, Vt	E. L. Temple, treasurer	6, 000	....	5–20	592	....	2, 206	....	....	825	350	190	190
183	Alexandria, Va	Richard L. Carne	13, 570	13, 500	5–21	359	1, 160	4, 447	34	38	1, 183	650	200	195
184	Lynchburg, Va	A. F. Biggers	6, 825	15, 000	5–21	317	1, 033	4, 693	34	*f*127	1, 388	....	193	184
185	Norfolk, Va	R. L. Page	19, 256	23, 000	5–21	705	1, 576	6, 244	0	0	1, 344	740	207	203
186	Portsmouth, Va*	J. F. Crocker	10, 492	10, 500	5–21	348	868	3, 399	....	....	820	....	210	204

187	Richmond, Va	J. H. Peay, jr	51, 038	77, 500	5–21	2, 002	5, 864	20, 754	26	225	5, 558	4, 350	184	179
188	Wheeling, W. Va.	John C. Hervey	19, 280	28, 270	6–21	....	....	9, 676	....	....	5, 397	2, 000	202	198
189	Fond du Lac, Wis	C. A. Hutchins	12, 765	15, 308	4–20	....	....	5, 846	....	....	2, 643	500	200	200
190	Janesville, Wis	R. W. Burton	8, 789	11, 000	4–20	....	....	3, 775	32	125	1, 751	450	200	197
191	La Crosse, Wis	Charles W. Roby	*c*11, 012	17, 000	4–20	*g*1, 172	*g*729	3, 612	*g*428	*g*114	2, 047	800	195	195
192	Madison, Wis.	S. Shaw	10, 000	10, 500	4–20	....	....	3, 926	....	....	2, 212	500	185	180
193	Racine, Wis*	George Skewes	9, 880	16, 000	4–20	1, 100	1, 520	4, 794	406	286	2, 262	480	200	200
194	Georgetown, D. C *h*	J. Ormond Wilson	81, 844	106, 000	6–17	0	1, 462	19, 489	0	223	13, 105	6, 760	195	188
195	Washington, D. C *h*													

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* From Report of the Commissioner of Education for 1876.

a Estimated.

b The present third district was the city in 1870.

c Census of 1875.

d Total enrolment of legal school age; no estimate of those over 15.

e In grammar and high schools.

f Includes one over 21.

g Under 7 and over 15 years.

h These statistics are for white schools only.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1877, &c.*—Continued.

City.	Number of school buildings for—								Number of sittings for study in—								Number of teachers in—					
	Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	Private and parochial schools.	All schools, public and private.	Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	Private and parochial schools.	All schools, public and private.	Primary schools.		Grammar schools.		High schools.	
																	Male.	Female.	Male.	Female.	Male.	Female.
1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
1 Little Rock, Ark.						9								1, 528								
2 San Francisco, Cal.	30	14	3	*a*9		56											0	270	20	208	13	22
3 San José, Cal*						9																
4 Stockton, Cal.	4	5	1			10			1, 013	600	80			1, 693								
5 Denver, Colo *b*						4								1, 615				24		8	2	3
6 Bridgeport, Conn.	6	11				17								4, 069				45	3	29	1	2
7 Hartford, Conn						*16																
8 New Britain, Conn*						10								2, 250				10	2	24	1	3
9 New Haven, Conn	12	8	1			21			6, 520	1, 703	379		295	8, 897			3	145	7	35	3	10
10 New London, Conn	2	5	2			9								1, 800			0	24	2	14	2	3
11 Norwalk, Conn*						12								3, 200								
12 Wilmington, Del.						18								5, 364								
13 Atlanta, Ga.	(8)		1			9								2, 630								
14 Augusta, Ga.	(14)		2			16																
15 Columbus, Ga						6			600	240	80			920			0	11	1	6	0	1
16 Macon, Ga.	7		1			8			(982)		70			1, 052					(*c*22)		(2)	
17 Savannah, Ga.								7	1, 800	1, 000	200		0	3, 000	500	3, 500	4	16	1	30	4	3
18 Alton, Ill.	5					5																
19 Belleville, Ill						3			1, 400	600				2, 000			2	26	7	5		
20 Bloomington, Ill						11								2, 670								
21 Chicago, Ill.	62					64			31, 500	8, 500	1, 500			41, 500				574	22	165	14	25
22 Decatur, Ill.		*c*5	1			6	2	8	1, 088	448	192			1, 728				17	1	6	1	4
23 Freeport, Ill.						6	2	8	860	610	130			1, 600				12		12	4	1
24 Galesburg, Ill														2, 100								
25 Jacksonville, Ill						8			1, 000	450	150			1, 600				20	1	8	1	3
26 Joliet, Ill.	7	3	2			8	7	15						1, 692								
27 Peoria, Ill	(7)		1	*d*1		9	8	17	(2, 838)		225	*d*52		3, 115				47	3	11	1	4
28 Quincy, Ill.						9								2, 950			1	41		7	3	3
29 Rockford, Ill.						10															3	3
30 Rock Island, Ill.	4	1	1						1, 100	780	120			2, 000				20	2	11	1	2
31 Springfield, Ill*						5								2, 200				29	3	5	2	2

32	Fort Wayne, Ind	3	5	1	....	....	9	e10	19	2, 182	1, 342	258	8	....	3, 790	e2,450	6, 240	3	43	3	24	2	6
33	Indianapolis, Ind	4	18	1	....	....	23	....	....	7, 807	2, 640	600	40	....	11, 087	....	....	....	114	9	45	7	9
34	Jeffersonville, Ind	2	3	....	....	....	5	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
35	Lafayette, Ind	....	....	....	....	....	6	5	11	....	....	....	....	....	1, 900	700	2, 600	....	....	....	....	....	....
36	Logansport, Ind	7	4	1	....	....	12	....	....	976	394	110	....	....	1, 480	....	....	1	17	3	6	1	3
37	Madison, Ind*	....	....	....	....	....	6	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
38	Richmond, Ind	....	....	....	....	....	9	....	....	1, 200	650	125	....	....	1, 975	....	....	....	....	....	....	....	....
39	South Bend, Ind	....	....	....	....	....	7	....	....	....	....	....	....	....	1, 700	....	....	....	....	....	....	....	....
40	Terre Haute, Ind	(10)		1	0	1	12	....	....	(3, 435)		252	0	50	3, 737	....	....	0	38	13	20	3	3
41	Burlington, Iowa	....	....	....	....	....	10	....	....	....	....	....	....	....	3, 850	....	....	....	....	....	....	....	....
42	Council Bluffs, Iowa	7	1	1	....	....	9	....	....	1, 200	250	140	....	....	1, 590	....	....	1	19	2	3	3	1
43	Davenport, Iowa	3	5	1	1	1	11	....	....	2, 104	1, 010	284	70	160	4, 618	....	....	1	42	7	19	2	3
44	Des Moines, west side, Ia	....	....	....	....	....	4	....	....	....	....	....	....	....	2, 100	....	....	1	22	2	10	1	....
45	Dubuque, Iowa*	....	....	....	....	....	11	....	....	....	....	....	....	....	....	....	....	....	....	....	....	3	2
46	Keokuk, Iowa	....	....	....	....	....	....	....	....	....	....	....	....	....	2, 500	....	....	....	....	....	....	....	....
47	Atchison, Kans	5	....	....	....	....	5	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
48	Lawrence, Kans	(11)		1	....	....	12	....	....	....	....	....	....	....	....	....	....	2	14	4	5	2	1
49	Leavenworth, Kans*	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
50	Covington, Ky	....	....	....	....	....	6	....	....	....	....	....	....	....	2, 720	....	....	....	....	....	....	....	....
51	Lexington, Ky	....	....	....	....	....	9	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
52	Louisville, Ky*	(24)		2	1	....	27	....	....	....	....	....	....	....	....	....	....	c21	c249	....	....	9	11
53	Newport, Ky	....	....	....	....	....	5	....	....	....	....	....	....	....	....	....	....	1	28	2	8	....	1
54	Paducah, Ky	8	4	1	....	....	13	....	....	475	275	60	....	....	810	....	....	....	8	2	2	1	1
55	New Orleans, La	16	49	4	....	....	69	....	....	....	....	....	....	....	....	....	....	3	298	21	94	5	9
56	Bangor, Me	....	....	....	....	....	35	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
57	Biddeford, Me	....	....	....	....	....	21	....	....	....	....	....	....	....	2, 072	....	....	....	....	....	....	....	....
58	Lewiston, Me	f27	1	1	....	....	29	....	....	....	....	....	....	....	....	....	....	....	27	1	9	1	4
59	Portland, Me	6	5	1	....	....	12	....	....	2, 045	1, 630	425	....	....	4, 100	....	....	....	65	8	28	4	9
60	Baltimore, Md	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
61	Adams, Mass	....	....	....	....	....	18	....	....	....	....	....	....	....	2, 462	....	....	0	28	2	16	4	3
62	Boston, Mass*	86	50	9	1	....	146	....	....	22, 495	30, 619	2, 997	....	....	56, 111	....	....	0	423	97	520	53	44
63	Cambridge, Mass	20	7	1	....	....	28	....	....	4, 326	4, 000	520	20	....	8, 866	....	....	....	74	7	76	6	7
64	Chicopee, Mass*	....	....	....	....	....	11	1	12	....	....	....	....	....	1, 400	600	2, 000	....	....	....	....	....	....
65	Fall River, Mass*	23	6	1	....	....	30	....	....	5, 290	1, 196	250	....	120	6, 856	....	....	....	92	5	17	3	3
66	Fitchburg, Mass	1	16	1	0	g1	19	1	20	135	2, 753	190	0	175	3, 253	40	3, 293	0	20	2	26	4	2
67	Haverhill, Mass*	14	6	1	h11	....	28	1	29	1, 110	1, 234	232	h435	200	3, 211	50	3, 261	....	18	2	25	4	4
68	Holyoke, Mass	8	1	1	....	1	11	2	13	1, 430	300	118	....	420	2, 268	1, 100	3, 368	2	27	2	6	2	1
69	Lowell, Mass	31	8	1	....	1	41	....	....	3, 650	3, 013	350	....	....	....	....	....	0	68	i10	54	3	7
70	Lynn, Mass	24	7	1	....	....	32	....	....	3, 240	2, 624	268	....	....	6, 132	....	....	0	54	4	45	2	3
71	Marlboro', Mass	....	....	....	....	....	11	....	....	....	....	....	....	....	1, 771	....	....	2	16	2	13	1	2
72	Milford, Mass	7	6	1	j6	....	....	....	....	....	....	....	....	....	....	....	....	....	7	....	6	1	2
73	New Bedford, Mass*	....	....	....	....	....	21	....	....	....	....	....	....	....	4, 000	....	....	....	....	....	....	....	....
74	Newburyport, Mass*	12	7	1	....	....	20	....	....	1, 420	1, 075	130	....	64	2, 689	....	....	....	25	3	14	3	2
75	Newton, Mass	....	15	1	....	....	16	....	....	....	c3, 002	278	....	....	3, 280	....	....	....	31	5	30	4	4
76	Pittsfield, Mass*	....	....	....	....	....	....	....	....	....	....	....	....	....	2, 269	....	....	....	....	....	....	....	....
77	Salem, Mass*	10	5	1	....	1	17	....	....	2, 501	1, 392	215	....	199	4, 307	....	....	0	46	4	25	2	6

* From Report of the Commissioner of Education for 1876.

a These are for "mixed schools."

b The report here given is for the city of Denver, exclusive of East Denver; which latter division comprises about one-eighth of the city.

c In grammar and primary schools.

d For an ungraded school.

e Estimated.

f These are for primary, intermediate, and rural schools.

g An evening drawing school is held in high school building.

h Union or mixed schools.

i Includes special teachers.

j These are for district schools.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1877, &c.*—Continued.

	City.	Number of school buildings for—								Number of sittings for study in—								Number of teachers in—					
																		Primary schools.		Grammar schools.		High schools.	
		Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	Private and parochial schools.	All schools, public and private.	Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	Private and parochial schools.	All schools, public and private.	Male.	Female.	Male.	Female.	Male.	Female.
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
78	Springfield, Mass	20	6	1		2	29			2,190	3,020	399		300	5,909				53	6	48	3	6
79	Taunton, Mass	10	5	1	*a*17	3	36	2	38	2,016	935	220	*a*470	180	3,821	175	3,996	0	35	4	12	2	2
80	Weymouth, Mass*						21	0		600	1,400	128			2,128	25	2,153	0	11	5	24	2	2
81	Woburn, Mass						14								2,475				20	4	15	1	3
82	Worcester, Mass	4	30	1			35			4,736	3,278	508			8,522				87	8	69	6	7
83	Adrian, Mich*						5								1,600				14		10	1	4
84	Ann Arbor, Mich	5	1	1			7			1,100	420	280			1,800				16		8	3	5
85	Bay City, Mich						7								2,320				24	2	12	1	1
86	Detroit, Mich						27								12,549								
87	East Saginaw, Mich						10	2	12									1	30	1	14	1	2
88	Grand Rapids, Mich						13								4,000				50	3	26	5	3
89	Saginaw, Mich		3	1	0	0	6	3	9	906	420	104	0	0	1,430	475	1,905	1	16	1	7	1	2
90	Minneapolis, Minn *b*						9								3,400								
91	St. Paul, Minn						14								3,800								
92	Natchez, Miss*						4			200	300	250			750	300	1,050		4	1	5	1	1
93	Vicksburg, Miss		3				3			556	378	156			1,090								
94	Hannibal, Mo	2	5	1			8			(1,540)		35			1,575				14	5	8	1	0
95	Kansas City, Mo						9								3,600								
96	St. Joseph, Mo	10	7	1			18			2,064	718	240			3,022			2	31	4	12	4	1
97	St. Louis, Mo			1			73			25,050	7,170	1,160	180	4,950	38,510				430	38	225	18	29
98	Omaha, Nebr						10	4	14						2,391								
99	Manchester, N. H	16	6	1			23			2,256	828	296			3,380			0	45	6	14	2	4
100	Nashua, N. H	13	2	1	0	0	16	2	18	1,400	560	180			2,140	200	2,340	0	30	0	14	2	2
101	Portsmouth, N. H	2	10	1			13												16	8	12	1	3
102	Camden, N. J*						11								5,500								
103	Elizabeth, N. J*	6	4	3		2	15	17	32	1,508	576	504			2,588	2,218	4,806		28		13	3	5
104	Jersey City, N. J						20			8,296	4,258	256			12,810			0	171	*c*11	*c*111	*c*6	*c*5
105	Newark, N. J*	25	12	1	1	4	43			8,670	3,761	400	*d*100	*d*1,200	12,831			7	140	11	72	5	7
106	New Brunswick, N. J	4	1	*e*1	0		6			1,300	910	160			2,370			0	24	1	15	2	2
107	Orange, N. J	4	*e*1				5			749	345	90			1,184				19		8	2	2

108	Paterson, N. J	3	7	*e*1	*f*1	*f*5	10	.....	.....	4, 635	1, 100	256	*f*236	*f*1, 500	5, 991	.....	.....	3	72	5	16	*g*1	3
109	Trenton, N. J	10	2	1	.....	.....	13	.....	.....	2, 500	400	.....	.....	.....	2, 900	.....	.....	.....	48	2	8	1	8
110	Auburn, N. Y	4	5	1	.....	.....	10	3	13	1, 561	1, 080	230	.....	.....	2, 871	*h*1, 125	3, 996	.....	28	.....	18	2	4
111	Binghamton, N. Y*	2	5	1	.....	.....	8	3	11	1, 460	508	400	.....	.....	2, 368	.....	.....	.....	31	4	14	2	3
112	Buffalo, N. Y*	.....	.....	.....	.....	.....	42	.....	.....	.....	.....	.....	.....	.....	14, 000	.....	.....	.....	.....	.....	.....	.....	.....
113	Cohoes, N. Y	.....	.....	.....	.....	.....	8	.....	.....	1, 550	300	150	.....	(*f*)	2, 000	375	2, 375	0	29	0	4	2	3
114	Elmira, N. Y	2	5	1	.....	1	9	.....	.....	1, 996	1, 343	160	.....	300	3, 799	.....	.....	.....	27	5	38	1	4
115	Ithaca, N. Y	6	5	1	.....	.....	12	.....	12	745	630	160	.....	.....	1, 535	60	1, 595	.....	12	.....	14	1	4
116	Kingston, N. Y *i*	.....	.....	.....	.....	.....	6	2	8	660	550	267	.....	.....	1, 477	120	1, 597	.....	11	5	6	3	2
117	Lockport, N. Y	1	*j*4	1	.....	.....	6	.....	.....	1, 362	904	258	.....	.....	2, 524	.....	.....	.....	20	.....	14	5	4
118	Long Island City, N. Y	7	.....	.....	.....	.....	.....	.....	.....	1, 800	700	*k*100	.....	.....	2, 600	.....	.....	.....	17	4	18	.....	.....
119	Newburgh, N. Y	6	.....	.....	.....	.....	.....	.....	.....	1, 842	600	200	.....	200	2, 842	.....	.....	.....	34	3	9	3	2
120	New York, N. Y	47	74	.....	1	.....	*132	.....	.....	.....	.....	.....	.....	.....	151, 091	.....	.....	.....	.....	.....	.....	.....	.....
121	Ogdensburg, N. Y	.....	.....	.....	.....	.....	9	.....	.....	.....	.....	.....	.....	.....	1, 400	.....	.....	.....	.....	.....	.....	.....	.....
122	Oswego, N. Y	7	6	1	.....	1	15	.....	.....	900	2, 300	600	.....	100	3, 900	.....	.....	.....	27	2	36	1	3
123	Poughkeepsie, N. Y	9	4	1	.....	.....	14	.....	.....	2, 191	354	220	.....	.....	2, 765	.....	.....	.....	.....	.....	.....	.....	.....
124	Rochester, N. Y	10	15	1	.....	1	27	10	37	.....	.....	.....	.....	.....	.....	.....	.....	.....	137	14	60	5	4
125	Rome, N. Y*	3	3	1	.....	.....	7	.....	.....	841	464	196	.....	.....	1, 501	.....	.....	.....	12	.....	11	1	5
126	Saratoga Springs, N. Y	7	3	1	.....	.....	11	.....	.....	1, 300	540	120	.....	.....	1, 960	.....	.....	.....	22	3	3	3	2
127	Schenectady, N. Y*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1, 740	.....	.....	.....	12	.....	14	1	4
128	Syracuse, N. Y	9	6	1	.....	.....	16	16	32	5, 093	2, 479	589	.....	120	8, 287	1, 600	9, 887	.....	98	8	53	2	5
129	Troy, N. Y.*	.....	.....	.....	.....	.....	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	70	7	54	2	2
130	Utica, N. Y	2	14	2	.....	(*f*)	18	5	23	1, 930	1, 388	816	.....	108	4, 242	1, 000	5, 242	0	38	0	30	8	14
131	Watertown, N. Y*	(7)		1	.....	.....	8	.....	.....	1, 010	840	230	.....	.....	2, 080	120	2, 200	.....	20	.....	16	2	4
132	Yonkers, N. Y	.....	.....	.....	.....	.....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
133	Akron, Ohio	.....	.....	.....	.....	.....	11	.....	.....	1, 581	635	200	.....	.....	2, 416	.....	.....	0	28	0	14	0	4
134	Canton, Ohio	.....	.....	.....	.....	.....	6	.....	.....	1, 283	387	96	.....	.....	*l*1, 910	.....	.....	.....	22	4	8	.....	3
135	Chillicothe, Ohio	.....	.....	.....	.....	.....	5	.....	.....	.....	.....	.....	.....	.....	1, 850	.....	.....	.....	*m*20	1	*m*17	1	*m*4
136	Cincinnati, Ohio	36	4	2	.....	.....	42	.....	.....	22, 765	4, 869	1, 050	.....	.....	28, 684	.....	.....	*n*53	*n*377	*n*30	*n*74	*n*14	*n*12
137	Cleveland, Ohio	20	17	3	1	0	41	.....	.....	13, 669	3, 957	624	60	370	18, 680	.....	.....	1	218	*o*6	93	11	10
138	Columbus, Ohio	9	16	1	.....	.....	26	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	71	9	48	6	8
139	Dayton, Ohio	(11)		1	0	0	12	.....	.....	(5,315)		373	30	0	5, 718	.....	.....	4	61	10	27	4	3
140	Hamilton, Ohio	.....	.....	.....	.....	.....	5	4	9	1, 214	400	120	0	0	1, 734	900	2, 634	3	15	4	5	1	2
141	Mansfield, Ohio	.....	.....	.....	.....	.....	5	.....	.....	1, 150	576	176	.....	.....	1, 902	300	2, 202	.....	18	4	8	.....	3
142	Newark, Ohio	.....	.....	.....	.....	.....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	20	3	10	2	2
143	Portsmouth, Ohio	5	0	1	0	0	6	2	8	1, 400	500	100	0	0	2, 000	250	2, 250	1	27	1	9	1	2
144	Sandusky, Ohio	8	3	1	.....	.....	12	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	28	1	9	.....	3
145	Springfield, Ohio	.....	5	1	.....	.....	6	.....	.....	.....	.....	.....	.....	.....	2, 648	.....	.....	.....	24	*p*7	*p*13	2	2
146	Steubenville, Ohio	.....	.....	.....	.....	.....	6	.....	.....	950	670	130	.....	.....	1, 750	.....	.....	2	14	3	10	1	3
147	Toledo, Ohio	22	.....	1	.....	.....	23	10	33	4, 500	1, 750	250	.....	.....	6, 500	.....	.....	11	77	2	28	2	4
148	Zanesville, Ohio*	(17)		1	0	0	18	3	21	1, 800	1, 200	150	.....	.....	3, 150	.....	.....	0	35	4	21	2	2
149	Portland, Oreg	3	3	1	.....	.....	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	17	3	9	2	3
150	Allegheny, Pa	.....	.....	.....	.....	.....	23	.....	.....	.....	.....	.....	.....	.....	10, 000	.....	.....	.....	.....	.....	.....	.....	.....
151	Allentown, Pa	.....	.....	.....	.....	.....	8	.....	.....	.....	.....	.....	.....	.....	3, 420	.....	.....	.....	29	10	11	1	1
152	Altoona, Pa	7	7	1	.....	.....	15	3	18	.....	.....	.....	.....	.....	.....	.....	.....	1	26	4	9	1	.....

* From Report of the Commissioner of Education for 1876.

a Rural or ungraded schools.

b West division.

c Includes normal teachers.

d Used for day schools also.

e Grammar and high schools in the same building.

f Day school buildings used.

g Also principal of the grammar and primary schools in the same building.

h Estimated.

i These statistics are for the Kingston school district only.

j Grammar and primary.

k For a supplementary school, taught by male principals in grammar schools.

l Includes 69 used in the ungraded and 75 in the German schools.

m Includes 1 German teacher.

n Average number.

o Special German teachers.

p Includes special teachers in music and drawing.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1877, &c.*—Continued.

	City.	Number of school buildings for—								Number of sittings for study in—								Number of teachers in—					
		Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	Private and parochial schools.	All schools, public and private.	Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	Private and parochial schools.	All schools, public and private.	Primary schools.		Grammar schools.		High schools.	
																		Male.	Female.	Male.	Female.	Male.	Female.
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
153	Carbondale, Pa	......	......	......	......	......	7	......	......	......	......	......	......	......	......	......	......	......	14	4	......	1	1
154	Chester, Pa	6	......	1	......	......	7	......	......	1,500	234	140	......	......	1,874	......	......	......	30	......	6	1	2
155	Danville, Pa*	......	......	......	......	......	9	......	......	......	......	......	......	......	1,700	......	......	......	......	......	......	......	......
156	Easton, Pa	......	......	......	......	......	9	......	......	1,730	850	200	......	......	2,780	......	......	......	......	......	......	......	......
157	Erie, Pa*	......	......	......	......	......	16	......	......	2,000	951	175	......	......	3,126	......	......	4	43	......	21	4	3
158	Harrisburg, Pa	11	*a*8	*b*2	......	......	21	......	......	3,809	1,092	272	......	......	5,173	......	......	16	50	9	12	3	6
159	Lancaster, Pa*	15	5	1	......	......	21	9	30	......	......	......	......	......	......	......	......	2	39	2	12	3	3
160	New Castle, Pa	......	......	......	......	......	5	3	......	......	......	......	......	......	1,500	......	......	......	......	......	......	......	......
161	Norristown, Pa	2	2	1	......	......	5	......	......	1,116	597	165	......	......	1,878	......	......	......	21	3	12	1	2
162	Philadelphia, Pa	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......
163	Pittsburgh, Pa*	......	......	......	......	......	53	......	......	......	......	......	......	......	18,000	......	......	......	......	......	......	......	......
164	Pottsville, Pa*	......	......	......	......	......	8	......	......	1,780	750	100	......	......	2,630	......	......	1	30	3	18	2	1
165	Reading, Pa*	......	......	......	......	......	20	......	......	......	......	......	......	......	6,650	......	......	......	......	......	......	......	......
166	Scranton, Pa., 4th dist*	......	......	......	......	......	10	......	......	2,100	600	50	......	......	2,750	......	......	......	48	4	7	1	1
167	Shenandoah, Pa	3	3	1	......	......	7	......	......	......	......	......	......	......	......	......	......	1	12	......	6	1	1
168	Titusville, Pa	1	4	1	......	......	6	2	8	1,081	412	90	......	......	1,583	150	1,733	......	17	......	9	1	3
169	Wilkes-Barre, Pa., 3d dist	......	......	......	......	......	4	......	......	......	......	......	......	......	1,390	......	......	1	19	4	4	1	2
170	Williamsport, Pa	13	......	1	......	......	......	......	......	3,000	400	140	......	......	......	......	......	0	32	......	28	......	4
171	York, Pa	......	......	......	......	......	8	......	......	......	......	......	......	......	2,200	......	......	......	......	......	......	......	......
172	Newport, R. I	5	3	1	......	1	10	2	......	1,438	604	118	......	278	2,438	......	......	......	22	1	10	3	2
173	Providence, R. I	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......
174	Warwick, R. I	......	......	......	......	......	19	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......
175	Woonsocket, R. I	9	3	1	......	......	13	......	......	1,054	470	84	......	......	1,608	......	......	......	17	3	5	2	1
176	Chattanooga, Tenn	......	......	......	......	......	7	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......
177	Knoxville, Tenn	......	......	......	......	......	4	......	......	......	......	......	......	......	930	......	......	......	......	......	......	......	......
178	Memphis, Tenn	......	......	......	......	......	10	......	......	2,340	1,080	240	......	......	3,780	......	......	......	......	......	......	......	......
179	Nashville, Tenn	......	......	......	......	......	8	4	12	......	......	......	......	......	3,750	1,000	3,850	2	34	8	25	3	2
180	Houston, Tex	12	2	......	......	......	14	......	......	916	420	......	......	......	1,336	......	......	2	12	4	7	......	......
181	Burlington, Vt*	......	......	......	......	......	8	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......
182	Rutland, Vt	3	2	1	......	......	6	2	8	450	150	75	......	......	675	200	875	......	......	......	......	......	......

183	Alexandria, Va	(4)		0	0	0	4	22	26	800	350	0	0	0	1, 150	1, 000	2, 150	1	10	3	4	0	0
184	Lynchburg, Va	....	....	....	....	....	7	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
185	Norfolk, Va	....	....	....	....	....	7	....	....	....	....	....	....	....	1, 400	....	....	....	....	....	....	....	....
186	Portsmouth, Va*	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	9	....	....	....	....
187	Richmond, Va	11	2	2	0	0	15	102	117	4, 379	920	274	....	....	5, 573	....	....	10	77	2	24	4	7
188	Wheeling, W. Va	8	7	....	....	....	15	....	....	4, 500	500	....	....	....	5, 000	....	....	3	74	7	9	....	....
189	Fond du Lac, Wis	14	2	1	....	....	....	....	....	2, 048	660	336	....	....	3, 044	....	....	1	28	1	12	2	3
190	Janesville, Wis	3	3	....	....	....	....	....	....	1, 350	300	130	0	0	1, 780	....	....	....	25	....	6	1	3
191	La Crosse, Wis	....	....	....	....	....	8	....	....	....	....	....	....	....	1, 743	....	....	....	....	....	....	....	....
192	Madison, Wis	(8)		1	....	....	9	5	14	....	....	....	....	....	....	....	....	....	....	....	....	....	....
193	Racine, Wis*	....	....	....	....	....	7	6	13	1, 380	350	120	....	....	1, 850	500	2, 350	....	22	4	8	....	4
194	Georgetown, D C *c* }	....	....	0	....	0	47	118	165	8, 020	3, 082	46	20	0	11, 168	....	....	0	133	12	53	0	1
195	Washington, D. C *c* }																						

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* From Report of the Commissioner of Education for 1876.
a Grammar and primary.
b Grammar and high schools in the same building.
c These statistics are for white schools only.

TABLE II.—*School statistics of cities containing* 7,500 *inhabitants and over, for* 1877, *&c.*—Continued.

	City.	Number of teachers in—								Number of scholars in—											
		City normal schools.		Evening schools.		All public schools.		Private and parochial schools.	All schools, public and private.	Primary schools.		Grammar schools.		High schools.		City normal schools.		Evening schools.		All public schools.	
		Male.	Female.	Male.	Female.	Male.	Female.			Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.
	1	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56
1	Little Rock, Ark					7	20													1,960	1,129
2	San Francisco, Cal	*a*5	*a*46	24	10	62	556			*b*18,436	*b*12,387	*b*14,410	*b*10,705	1,060	870			3,382	774	37,288	24,736
3	San José, Cal*					10	32													2,374	2,256
4	Stockton, Cal					5	29													1,693	1,523
5	Denver, Colo*c*					(37)														2,078	1,344
6	Bridgeport, Conn			2	2	6	78											432		5,167	3,194
7	Hartford, Conn					(160)														7,596	5,038
8	New Britain, Conn*					3	37													2,516	1,735
9	New Haven, Conn			10		23	190			9,026	5,676	1,925	1,453	475	262			378	163	11,804	7,554
10	New London, Conn				6	4	47	3		1,364	930	450	350	101	83					1,915	1,363
11	Norwalk, Conn*					8	41													2,873	1,900
12	Wilmington, Del			0	4	*d*1	*d*105											116	72	*d*6,687	*d*4,158
13	Atlanta, Ga					6	47													3,280	2,409
14	Augusta, Ga					15	20			2,016	1,156	186	117							2,202	1,273
15	Columbus, Ga	(*e*)		(*e*)		(20)				767	558	358	278	45	38	26	20	16	12	1,212	906
16	Macon, Ga					2	22													1,227	742
17	Savannah, Ga					(58)		5	63	1,906	1,690	1,104	937	166	147					3,171	2,774
18	Alton, Ill					2	19													1,496	
19	Belleville, Ill					9	31			1,413		551								1,964	
20	Bloomington, Ill					1	64													3,486	2,294
21	Chicago, Ill			(*f*)		(800)				40,400	28,669	11,500	7,229	1,600	1,234			3,029	1,000	56,529	38,132
22	Decatur, Ill					2	27			1,266	817	397	334	206	170					1,869	1,321
23	Freeport, Ill					(29)		5	34	780		720		140						1,640	
24	Galesburg, Ill						34													2,231	1,525
25	Jacksonville, Ill					2	31			1,144	840	580	309	120	104					1,844	1,253
26	Joliet, Ill					2	34													2,606	1,500
27	Peoria, Ill	*g*1				5	62	33	100											4,173	2,783
28	Quincy, Ill					(55)														3,554	2,235
29	Rockford, Ill					*h*(50)														2,100	1,900

30	Rock Island, Ill					(36)				1, 005		850		100						1, 955	1, 400
31	Springfield, Ill*					5	36													2, 616	1, 977
32	Fort Wayne, Ind		3			8	76	i26	110	2, 458	1, 797	903	694	189	154	8	8			3, 558	2, 653
33	Indianapolis, Ind	1				17	168			8, 426		3, 062	j7, 920	572	435	33		872	576	12, 965	8, 931
34	Jeffersonville, Ind					5	21	4												1, 300	
35	Lafayette, Ind					8	42	14	64											2, 705	1, 773
36	Logansport, Ind					5	26			1, 217	778	494	329	113	84					1, 824	1, 191
37	Madison, Ind*					1	37													1, 721	1, 273
38	Richmond, Ind					4	41													2, 094	1, 874
39	South Bend, Ind					4	24													1, 601	1, 089
40	Terre Haute, Ind	0	0	1	0	17	61					j3, 693	j2, 540	199	167	0	0	53		3, 945	2, 724
41	Burlington, Iowa					14	57													3, 356	2, 003
42	Council Bluffs, Iowa					6	23			1, 225	719	216	150	104	60					1, 545	929
43	Davenport, Iowa		2	4	0	k20	k74			3, 222	1, 955	982	977	248	192	22	16	236	130	4, 710	3, 269
44	Des Moines, west side, Ia					(36)														2, 211	1, 399
45	Dubuque, Iowa*					l9	60							98	85					2, 867	2, 365
46	Keokuk, Iowa					9	43													2, 500	2, 100
47	Atchison, Kans					5	18													1, 210	1, 130
48	Lawrence, Kans					8	20													1, 449	1, 210
49	Leavenworth, Kans*					3	37													2, 048	1, 942
50	Covington, Ky					8	57			2, 100	1, 580	1, 225	720	175	120					3, 500	2, 420
51	Lexington, Ky *m*					4	15													n1, 232	884
52	Louisville, Ky*	1	7			31	o267			j16,818	j11,316			660	584	55	51			17, 533	11, 951
53	Newport, Ky					3	37			2, 112	1, 573	514	379	48	37					2, 674	1, 989
54	Paducah, Ky					3	11			558	388	192		40	39					790	
55	New Orleans, La					(430)				18, 606	12, 918	4, 212	3, 587	338						23, 156	16, 505
56	Bangor, Me					6	69														3, 226
57	Biddeford, Me					13	25														
58	Lewiston, Me					p3	p65													3, 560	2, 200
59	Portland, Me					12	102			4, 386	2, 680	1, 401	1, 212	374	333					6, 161	4, 225
60	Baltimore, Md					(764)															
61	Adams, Mass	0	0			6	47														1, 922
62	Boston, Mass*			52	106	(q1,306)														55, 417	42, 645
63	Cambridge, Mass		1	21	24	34	182			5, 100	3, 093	3, 947	3, 047	447	407	27	8	802	454	10, 323	7, 009
64	Chicopee, Mass*					4	26													1, 147	891
65	Fall River, Mass*				6	9	118			5, 952	3, 032	1, 208	802	244	223			133	102	7, 537	4, 159
66	Fitchburg, Mass	0	0	4	9	10	57	1	68	1, 210	790	1, 109	906	186	172			263	126	2, 768	1, 994
67	Haverhill, Mass*	0	r11		13	s8	s72	2	82	1, 180	859	992	866	175	159	285	209			2, 632	2, 093
68	Holyoke, Mass			10	7	16	41	9	66	1, 671	1, 016	255	224	105	99			519	239	2, 550	1, 578
69	Lowell, Mass			1	56	14	185			6, 210	2, 858	3, 630	2, 101	465	291			1, 278		t10,305	5, 250
70	Lynn, Mass					u6	u102			3, 126	2, 312	2, 291	1, 951	161	146					5, 578	4, 409
71	Marlboro', Mass					(36)														2, 047	1, 536

* From Report of the Commissioner of Education for 1876.

a Teachers in mixed schools.

b Includes pupils in mixed schools.

c The report here given is for the city of Denver, exclusive of East Denver; which latter division comprises about one-eighth of the city.

d In day schools.

e Normal school taught by superintendent, evening school by principal of boys' school.

f 50 evening school teachers for three months of the year.

g In one ungraded school.

h Average.

i Estimated.

j In grammar and primary schools.

k Includes special teachers of penmanship, drawing, and German.

l There are also 4 special teachers of German.

m These statistics are for white schools only.

n 1,013 enrolled in colored schools, with an average daily attendance of 768.

o There are also 31 special teachers of music and German.

p Includes a normal practice, and a music teacher, and 9 in the intermediate grade.

q Includes teachers in special schools.

r In union or mixed schools.

s Includes teachers of music and drawing.

t Evening schools not included.

u Also 3 special teachers.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1877, &c.*—Continued.

	City.	Number of teachers in—								Number of scholars in—											
		City normal schools.		Evening schools.		All public schools.		Private and parochial schools.	All schools, public and private.	Primary schools.		Grammar schools.		High schools.		City normal schools.		Evening schools.		All public schools.	
		Male.	Female.	Male.	Female.	Male.	Female.			Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.
	1	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56
72	Milford, Mass				a6																
73	New Bedford, Mass*					8	97													3, 822	3, 622
74	Newburyport, Mass*				14	7	55	4	66	1, 074	939	708	618	321	302			115		2, 218	1, 859
75	Newton, Mass					9	65					b3, 211	b2, 233	260	229					3, 471	2, 462
76	Pittsfield, Mass*					3	51													2, 070	
77	Salem, Mass*			4	16	10	93			2, 537	1, 675	1, 257	994	251	231			749	384	4, 794	3, 284
78	Springfield, Mass			3	5	12	112			2, 182		3, 341		354				409		6, 286	4, 472
79	Taunton, Mass	c3	c13	3	7	12	69	4	85	2, 205	1, 597	756	599	219	186	c449	c299	110	31	3, 739	2, 712
80	Weymouth, Mass*					7	37	1	45	708	575	1, 097	960	126	118					1, 931	1, 653
81	Woburn, Mass					5	38													2, 127	1, 726
82	Worcester, Mass			11	15	(203)		29	232	4, 964	3, 604	3, 688	2, 503	643	399			606	295	9, 901	6, 801
83	Adrian, Mich*					1	28			765	469	534	358	150	112					1, 449	939
84	Ann Arbor, Mich					3	29			1, 067	742	380	296	d417	299					1, 864	1, 337
85	Bay City, Mich					3	37													2, 841	1, 720
86	Detroit, Mich					10	218													13, 827	9, 641
87	East Saginaw, Mich					3	46	2	51					144	91					3, 177	2, 224
88	Grand Rapids, Mich					8	79			2, 890	1, 751	1, 718	1, 104	411	293					5, 019	3, 148
89	Saginaw, Mich	0	0	0	0	3	25	7	35	1, 087	742	399	274	78	57	0	0	0	0	1, 564	1, 673
90	Minneapolis, Minn e					4	74													3, 607	2, 380
91	St. Paul, Minn					11	66													4, 316	2, 900
92	Natchez, Miss*					2	10													591	
93	Vicksburg, Miss					2	21													1, 450	1, 074
94	Hannibal, Mo					6	22				879		385		35					1, 877	1, 299
95	Kansas City, Mo					5	53													4, 334	2, 529
96	St. Joseph, Mo					10	44			2, 639	1, 772	693	502	182	143					3, 514	2, 417
97	St. Louis, Mo	1	11	29	89	86	784			31, 500	20, 080	9, 464	6, 401	1, 257	924	215	176	5, 240		47, 676	27, 581
98	Omaha, Nebr					3	42													2, 911	1, 906
99	Manchester, N. H			3	8	11	71			2, 590	1, 562	825	679	192	172			368	96	3, 975	2, 509
100	Nashua, N. H					2	46	2	50											2, 148	1, 531

101	Portsmouth, N. H.					9	31	3		1,548										1,964	1,402
102	Camden, N. J*					7	96													5,270	4,039
103	Elizabeth, N. J *f**			3	7	6	53	62	121	1,643	1,456	531	493	146	134			599	215	2,919	2,298
104	Jersey City, N. J					17	287														
105	Newark, N. J*	4		28	8	55	227			12,549	6,780	4,353	2,864	454	342	135	88	1,479	859	18,970	10,933
106	New Brunswick, N. J					3	41			1,770	1,140	698	494	144	99			157		2,769	1,733
107	Orange, N. J					(31)				1,045	686	437	296	79	53					1,561	1,035
108	Paterson, N. J	*g*4	0	*g*7	*g*19	9	91			6,326	3,083	1,494	616	171	97	110	90	1,273	597	9,374	4,483
109	Trenton, N. J			5		8	64			2,021	1,883	285	273	200	187			200	175	2,706	2,518
110	Auburn, N. Y					2	50	17	69	1,606	1,190	793	586	217	167					2,616	1,943
111	Binghamton, N. Y*					6	48	18	72	1,971	1,398	786	337	430	388					3,187	2,123
112	Buffalo, N. Y*					30	390													20,240	13,320
113	Cohoes, N. Y			0	19	2	55	5	62	3,055	1,300	300	213	175	125			450	300	3,980	1,938
114	Elmira, N. Y			1	3	7	72			1,840	1,163	2,333	1,679	151	125			172	90	4,496	3,057
115	Ithaca, N. Y					1	30	3	34	796	542	758	552	175	111					1,729	1,205
116	Kingston, N. Y *h*					(27)		3	30											1,790	1,172
117	Lockport, N. Y					5	38			1,701	1,074	863	567	450	225					3,014	1,866
118	Long Island City, N. Y					4	35				1,504		410								1,914
119	Newburgh, N. Y					(51)														3,415	2,196
120	New York, N. Y					428	2,823													205,327	125,777
121	Ogdensburg, N. Y					2	25														1,009
122	Oswego, N. Y				2	3	68			1,869	1,273	2,266	1,503	150	120			244		4,529	2,896
123	Poughkeepsie, N. Y					(42)				3,274	1,783	461	269	254	135					3,989	2,187
124	Rochester, N. Y			5	3	24	204	62	290	6,595	4,851	4,836	2,653	407	363					11,838	7,867
125	Rome, N. Y*					1	28			1,400	735	523	311	180	128					2,103	1,174
126	Saratoga Springs, N. Y					(33)				1,373	799	321	186	99	57					1,793	1,042
127	Schenectady, N. Y*					1	30													2,183	1,493
128	Syracuse, N. Y					10	156	24	180	5,225	4,639	2,642	2,342	307	280					8,174	7,261
129	Troy, N. Y*	0	0	*g*7	*g*3	15	126			5,922		2,061		107		0	0	1,192	530	9,282	5,474
130	Utica, N. Y			1	2	9	84	7	100	2,742	1,690	1,461	1,030	679	539			144	92	5,026	3,351
131	Watertown, N. Y*					2	40	4	46	1,178	677	586	413	251	177					2,015	1,267
132	Yonkers, N. Y					13	38														1,892
133	Akron, Ohio					0	46			1,761	1,346	722	595	175	140					2,658	2,081
134	Canton, Ohio					*i*6	*i*36			1,292	848	382	282	95	78	68	25	121	75	1,958	1,308
135	Chillicothe, Ohio					(43)				999	872	625	515	134	111					1,758	1,498
136	Cincinnati, Ohio	*j*1	*j*5	*k*1	0	*l*111	*l*472			25,606	19,606	4,659	3,887	968	837	113	70	24	20	31,370	24,420
137	Cleveland, Ohio	1	3	3	4	22	328			16,579	11,063	4,318	3,346	713	596	49	39	321	102	21,980	15,146
138	Columbus, Ohio					16	127			4,544	3,331	2,134	1,711	433	360					7,111	5,402
139	Dayton, Ohio	0	1	3	1	21	93					*b*5,123	*b*3,810	236	212	16	13	228	113	5,603	4,148
140	Hamilton, Ohio	0	0	0	0	8	22	13	43	1,262	941	409	333	91	69	0	0	0	0	1,762	1,343
141	Mansfield, Ohio					4	29			1,219	894	417	305	128	102					1,764	1,301
142	Newark, Ohio			1		(38)				1,139	*b*1,137	451		111	93					1,701	1,230
143	Portsmouth, Ohio	0	0	0	0	3	38	5	46	1,563	1,151	409	334	107	86	0	0	0	0	2,079	1,571
144	Sandusky, Ohio		1			*m*6	*m*41	16	63	1,782	1,277	400	385	117	95					2,299	1,757
145	Springfield, Ohio					(48)						2,713		122						2,835	2,095

* From Report of the Commissioner of Education for 1876.
a These are for district schools.
b In grammar and primary schools.
c In rural or ungraded schools.
d Includes a number of non-residents.
e West division.

f The enrolment and attendance are for December 31, 1876.
g Teach in day school also.
h These statistics are for the Kingston school district only.
i Includes teachers of music and German; also those in the ungraded schools.

j Average number.
k In deaf-mute school.
l Average number, including special teachers.
m Includes special teachers.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1877, &c.*—Continued.

	City.	Number of teachers in—								Number of scholars in—											
		City normal schools.		Evening schools.		All public schools.		Private and parochial schools.	All schools, public and private.	Primary schools.		Grammar schools.		High schools.		City normal schools.		Evening schools.		All public schools.	
		Male.	Female.	Male.	Female.	Male.	Female.			Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.
	1	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56
146	Steubenville, Ohio					*a*8	*a*27			1, 327	946	819	677	139	128					2, 285	1, 751
147	Toledo, Ohio					(*a*129)				6, 071	3, 284	1, 342	980	223	187					7, 636	4, 451
148	Zanesville, Ohio*					6	58			*b*2, 783	*b*1, 998			163	120					2, 946	2, 118
149	Portland, Oreg					5	29	27		1, 316	969	566	445	144	113					2, 026	1, 527
150	Allegheny, Pa					16	182			8, 012	6, 702	1, 426	1, 129	234	193					9, 672	8, 024
151	Allentown, Pa					11	41													3, 288	2, 281
152	Altoona, Pa					6	35	8	43	1, 791	1, 522	534	454	57	48					2, 382	2, 024
153	Carbondale, Pa					(20)														1, 879	1, 159
154	Chester, Pa			2		3	38			1, 533	1, 297	195	173	83	79			251	153	2, 062	1, 702
155	Danville, Pa*					6	20													1, 679	1, 127
156	Easton, Pa					18	30													2, 316	1, 725
157	Erie, Pa*			3		11	67			2, 570	1, 483	1, 224	859	210	128			263	157	4, 267	2, 627
158	Harrisburg, Pa					28	68			4, 385	2, 553	668	584	189	150					5, 242	3, 287
159	Lancaster, Pa*			3	2	10	56	34	100									188		2, 813	2, 297
160	New Castle, Pa					1	25													1, 541	1, 040
161	Norristown, Pa					(39)				1, 447	840	535	460	122	98					2, 104	1, 398
162	Philadelphia, Pa					77	1, 902													101, 924	88, 627
163	Pittsburgh, Pa*					53	382													21, 488	14, 501
164	Pottsville, Pa*					6	49			1, 381	1, 273	741	629	77	74					2, 199	1, 976
165	Reading, Pa*					3	130													6, 252	4, 990
166	Scranton, Pa., 4th dist*					5	56			3, 252	1, 771		277		28					3, 816	2, 076
167	Shenandoah, Pa					2	19			1, 372	804	380	224	56	39					1, 808	1, 067
168	Titusville, Pa					1	29	6	36	1, 166	755	409	290	95	78					1, 665	1, 123
169	Wilkes-Barre, Pa., 3d dist					6	25													1, 705	1, 235
170	Williamsport, Pa					(64)														3, 636	2, 694
171	York, Pa					10	34													2, 324	1, 705
172	Newport, R. I			2	9	*a*7	*a*44	12		1, 215	820	479	344	146	93			291	121	2, 131	1, 378
173	Providence, R. I					14	269														
174	Warwick, R. I					11	18													2, 078	1, 866

175	Woonsocket, R. I.	----	----	----	----	5	23	------	------	------	------	------	------	------	------	------	------	------	------	1,925	1,147
176	Chattanooga, Tenn	----	----	----	----	7	16	------	------	------	------	------	------	------	------	------	------	------	------	1,709	------
177	Knoxville, Tenn	----	----	----	----	3	19	------	------	------	------	------	------	------	------	------	------	------	------	1,415	725
178	Memphis, Tenn	----	----	----	----	9	54	------	------	------	------	------	------	------	------	------	------	------	------	c3,097	c2,457
179	Nashville, Tenn	----	----	----	----	13	61	15	89	2,069	1,549	1,736	1,199	227	188	------	------	------	------	4,032	2,936
180	Houston, Tex	----	----	----	----	6	19	------	------	1,063	902	520	417	------	------	------	------	------	------	1,583	1,319
181	Burlington, Vt*	----	----	----	----	2	28	------	------	------	------	------	------	------	------	------	------	------	------	1,250	------
182	Rutland, Vt	----	----	----	----	1	15	------	------	------	------	------	------	------	------	------	------	------	------	825	507
183	Alexandria, Va	0	0	0	0	4	14	37	55	857	562	326	250	0	0	0	0	0	0	1,183	812
184	Lynchburg, Va	----	----	----	----	9	14	------	------	------	------	------	------	------	------	------	------	------	------	1,388	789
185	Norfolk, Va	----	----	----	----	6	20	------	------	------	------	------	------	------	------	------	------	------	------	1,514	1,085
186	Portsmouth, Va*	----	----	----	----	4	9	------	------	------	------	------	------	------	------	------	------	------	------	820	479
187	Richmond, Va	0	0	0	0	16	108	145	269	------	------	------	------	------	------	------	------	------	------	5,558	4,696
188	Wheeling, W. Va	----	----	6	6	16	89	------	------	------	------	------	------	------	------	------	------	------	------	5,397	3,401
189	Fond du Lac, Wis	----	----	----	----	4	43	------	------	------	------	------	------	------	------	------	------	------	------	2,643	1,867
190	Janesville, Wis	----	----	----	----	1	34	------	------	------	------	------	------	------	------	------	------	------	------	1,751	------
191	La Crosse, Wis	----	----	----	----	6	27	------	------	------	------	------	------	------	------	------	------	------	------	2,047	1,403
192	Madison, Wis	----	----	----	----	2	28	------	------	------	------	------	------	------	------	------	------	------	------	1,800	------
193	Racine, Wis*	----	----	----	----	4	34	14	52	------	------	------	------	------	------	------	------	------	------	2,262	1,587
194 195	Georgetown, D. C *d* Washington, D. C *d*	0	1	0	0	12	188	------	------	9,441	7,385	3,499	2,736	145	116	20	20	0	0	13,105	10,257

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* From Report of the Commissioner of Education for 1876.

a Includes special teachers.

b In grammar and primary schools.

c Colored schools included.

d These statistics are for white schools only.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1877, &c.*—Continued.

	City.	Number of scholars in—: Private and parochial schools: Enrolled.	Number of scholars in—: Private and parochial schools: Average daily attendance.	Number of scholars in—: All schools, public and private: Enrolled.	Number of scholars in—: All schools, public and private: Average daily attendance.	Average daily attendance per teacher, excluding special teachers, in—: Primary schools.	Average daily attendance per teacher, excluding special teachers, in—: Grammar schools.	Average daily attendance per teacher, excluding special teachers, in—: High schools.	Average daily attendance per teacher, excluding special teachers, in—: City normal schools.	Average daily attendance per teacher, excluding special teachers, in—: Evening schools.	Average daily attendance per teacher, excluding special teachers, in—: All public schools.	Average annual salaries of—: City superintendent.	Average annual salaries of—: Assistant superintendent.	Average annual salaries of—: Teachers in primary schools: Male.	Average annual salaries of—: Teachers in primary schools: Female.	Average annual salaries of—: Principals in grammar schools: Male.	Average annual salaries of—: Principals in grammar schools: Female.	Average annual salaries of—: Assistants in grammar schools: Male.	Average annual salaries of—: Assistants in grammar schools: Female.
	1	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74
1	Little Rock, Ark	....	....	....	....	......	......	......	......	......	42	$1,500	....	....	$500	$1,000	....	$600	....
2	San Francisco, Cal	....	....	....	....	44.9	46.9	39	......	22.2	......	4,000	$3,000	....	1,500	2,460	$2,310	....	$975
3	San José, Cal*	....	....	....	....	......	......	......	......	......	......	1,500	....	....	750	1,250	1,250	900	900
4	Stockton, Cal	....	....	....	....	......	......	......	......	......	......	900	....	$750	....	1,000	....	900	....
5	Denver, Colo *a*	....	....	....	....	49	47	25	......	......	36	2,500	....	....	700	....	1,000	....	700
6	Bridgeport, Conn	....	....	....	....	......	......	......	......	......	......	2,200	....	....	440	....	....	....	613
7	Hartford, Conn*	1,337	....	....	....	......	......	......	......	......	......	....	....	....	....	....	....	....	....
8	New Britain, Conn*	....	....	....	....	......	......	......	......	......	39.5	900	....	....	400	700	....	....	400
9	New Haven, Conn	....	....	....	....	45	42	21	......	16	36	3,000	....	1,000	563	*b*2,500	*b*650	....	675
10	New London, Conn	....	....	....	....	......	......	......	......	......	......	400	....	....	325	*b*1,200	*b*750	....	*b*500
11	Norwalk, Conn*	....	....	....	....	......	......	......	......	......	38	*c*2,000	....	1,025	500	....	....	....	533
12	Wilmington, Del	....	....	....	....	......	......	......	......	......	......	1,800	....	....	378	....	800	....	480
13	Atlanta, Ga	....	....	....	....	......	......	......	......	......	46	2,225	....	....	450	1,500	....	....	550
14	Augusta, Ga	....	....	....	....	......	......	......	......	......	39	*d*1,500	....	375	375	700	600	....	....
15	Columbus, Ga	....	....	....	....	50.7	39.7	38	20	12	......	1,800	....	....	360	725	405	725	405
16	Macon, Ga *b*	....	....	....	....	(31)		......	......	......	......	*b*1,600	....	....	*b*280	*b*770	....	....	*b*315
17	Savannah, Ga *b*	500	370	3,671	3,144	......	......	......	......	......	......	*b*2,800	....	*b*750	....	*b*1,400	*b*900	....	*b*725
18	Alton, Ill	....	....	....	....	......	......	......	......	......	......	1,800	....	....	355	*b*500	464	....	....
19	Belleville, Ill	....	....	....	....	50.5	49	......	......	......	49	1,700	....	463	371	983	533	....	....
20	Bloomington, Ill *b*	....	....	....	....	......	......	......	......	......	40.3	*b*1,500	....	*be*62	....	....	*be*65	....	*bc*52
21	Chicago, Ill	22,000	....	....	....	61	45	32	......	......	......	3,500	2,750	....	*b*900	1,500	1,500	....	550
22	Decatur, Ill	....	....	....	....	48	48	34	......	......	40	2,000	....	....	398	1,200	700	....	496
23	Freeport, Ill	200	....	1,840	....	......	......	......	......	......	......	1,800	....	....	450	....	600	....	500
24	Galesburg, Ill	....	....	....	....	......	......	......	......	......	44	1,800	....	....	....	....	....	....	....
25	Jacksonville, Ill	....	....	....	....	42	35	26	......	......	......	1,800	....	....	450	800	720	....	450
26	Joliet, Ill	....	....	....	....	......	......	......	......	......	42	1,150	....	....	538	....	492	....	345
27	Peoria, Ill	1,600	....	....	....	......	......	......	......	......	41.5	....	....	(*f*)	....	*f*1,220	850	....	411
28	Quincy, Ill	....	....	....	....	......	......	......	......	......	......	1,200	....	600	539	....	450	....	850
29	Rockford, Ill	....	....	....	....	......	......	......	......	......	......	(*g*)	....	*b*400	....	*b*450	....	....	....
30	Rock Island, Ill	....	....	....	....	(36)		......	......	......	......	*b*1,800	....	....	*b*540	*b*1,000	*b*540	*b*360	*b*540

31	Springfield, Ill*										48.2	1,600			489	1,125	1,125		472
32	Fort Wayne, Ind	h2,300	h1,700	5,858	4,353	47	35	20	4		.39	2,500			650	1,000	1,133		439
33	Indianapolis, Ind	1,340				74.2	56.7	45.1	33			2,800	i1,900		742	1,050	954	550	541
34	Jeffersonville, Ind											808				808			
35	Lafayette, Ind	1,000	700	3,705	2,473						40	b1,980		b1,000	b900	b1,000	b900		
36	Logansport, Ind	692		2,516		43.2	36.6	21			38.4	2,000		450	400	525	450	450	406
37	Madison, Ind*																		
38	Richmond, Ind										46	1,800			540		405		
39	South Bend, Ind											1,200			360	500	450		
40	Terre Haute, Ind					(40)				17	42	b2,500	b600			b1,000	b800	b575	b575
41	Burlington, Iowa										29	2,000			387	1,000			421
42	Council Bluffs, Iowa											1 800			508	900		600	600
43	Davenport, Iowa					45.5	37.5	38.4	15.9	32.4	40.8	2,000		600		1,100	1,200	500	568
44	Des Moines, west side, Iowa										42	1,600				835	1,100	570	465
45	Dubuque, Iowa*																		
46	Keokuk, Iowa											b1,500			b450	b1,080	b1,000		b450
47	Atchison, Kans										51	1,200			500		450		400
48	Lawrence, Kans										44	b1,200			b409			b606	b606
49	Leavenworth, Kans*											2,000							
50	Covington, Ky					46	30	24				1,800			425	b1,350	550		600
51	Lexington, Ky											1,250		j1,200					
52	Louisville, Ky*											3,000	1,650	(828)		(1,650)		(712)	
53	Newport, Ky										50	1,450		900					520
54	Paducah, Ky										50	1,350		700		700			450
55	New Orleans, La					43	32	25			39	3,000			460	b840	642		432
56	Bangor, Me											800			333	1,400			407
57	Biddeford, Me										56	bk650			b350	b1,100			b450
58	Lewiston, Me					37	40	25	l43	l20		b1,800			b304	b1,500			b500
59	Portland, Me					40	36	30			40	2,250			500	1,600	750		500
60	Baltimore, Md											b3,000	b1,800	b672		b1,500	b900	b900	b648
61	Adams, Mass										39	1,600			340		500		
62	Boston, Mass*					45.4	46.8	25.1				4,500	4,000		b800	b3,200	2,000		b1,200
63	Cambridge, Mass					42	37	31	8	11		b2,800			b600	b2,150			b650
64	Chicopee, Mass*													360		1,320	600		440
65	Fall River, Mass*					33	36	24		14		b2,360	b400		b520	b1,800	b800		b560
66	Fitchburg, Mass	20	20	2,788	2,014	44	34	29		14	33	1,800			370	1,000	1,200		400
67	Haverhill, Mass*	40	34	2,672	2,127	47.7	32	20	m19		38.7				b550	b1,500	b1,200		b600
68	Holyoke, Mass	1,100	857	3,650	2,435	36	37	33		15	30	1,600			b440	1,600			440
69	Lowell, Mass					49	38	30			42	2,300			487	1,640			487
70	Lynn, Mass					49.2	47	30.8											
71	Marlboro', Mass										45			320	300	1,000			432
72	Milford, Mass														b306		b600		b306
73	New Bedford, Mass*										37	2,500			650	1,800			650
74	Newburyport, Mass*					35	33	36							400	1,200	500		400

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* From Report of the Commissioner of Education for 1876.

a The report here given is for the city of Denver, exclusive of East Denver; which latter division comprises about one-eighth of the city.

b These are the maximum salaries.

c The superintendent teaches.

d Of county superintendent.

e Monthly salaries.

f One principal for primary and grammar schools.

g The principals of the high schools are supervisory principals of their respective districts.

h Estimated.

i Salary of male assistant; female assistant, $1,200.

j Principals of white schools; assistants receive from $450 to $650.

k Of superintendent of the school committee.

l In intermediate and rural schools.

m In union or mixed schools.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1877, &c.*—Continued.

	City.	Number of scholars in—				Average daily attendance per teacher, excluding special teachers, in—						Average annual salaries of—							
		Private and parochial schools.		All schools, public and private.										Teachers in primary schools.		Principals in grammar schools.		Assistants in grammar schools.	
		Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	City superintendent.	Assistant superintendent.	Male.	Female.	Male.	Female.	Male.	Female.
	1	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74
75	Newton, Mass	......	......	......	......	(34)		33	......	......	......	$2, 700	......	......	$600	$2, 000	$750	$750	$595
76	Pittsfield, Mass*	......	......	......	......	......	......	......	......	......	......	......	......	......	280	1, 000	......	......	245
77	Salem, Mass*	725	......	5, 519	......	36	34	29	......	19	32	2, 500	......	......	600	1, 800	1, 000	......	529
78	Springfield, Mass	......	......	......	......	......	......	......	......	......	36	3, 200	......	......	550	1, 700	950	......	560
79	Taunton, Mass	68	50	3, 807	2, 762	45	37	47	18	3	......	2, 000	......	......	491	1, 250	700	450	1, 600
80	Weymouth, Mass*	20	18	1, 951	1, 671	52	33	30	......	......	38. 4	1, 500	......	......	300	1, 000	410	......	340
81	Woburn, Mass	......	......	......	......	......	......	......	......	......	41. 5	1, 800	......	......	400	1, 000	......	......	425
82	Worcester, Mass	......	......	......	......	41	36	33	......	16	......	2, 700	......	......	550	1, 800	595	600	556
83	Adrian, Mich*	......	......	......	......	33	35	23	......	......	33	2, 000	......	......	360	......	......	......	370
84	Ann Arbor, Mich	......	......	......	......	46	37	37	......	......	......	2, 000	......	......	380	......	450	......	425
85	Bay City, Mich	......	......	......	......	......	......	......	......	......	43	1, 800	......	......	375	900	500	......	425
86	Detroit, Mich	......	......	......	......	......	......	......	......	......	43. 1	*a*3, 300	......	......	*a*700	*a*1, 500	*a*1, 200	......	*a*775
87	East Saginaw, Mich	......	......	......	......	49. 9	40	35. 3	......	......	49. 2	2, 500	......	$400	385	800	667	......	430
88	Grand Rapids, Mich	......	......	......	......	35	38	42	......	......	......	2, 250	......	......	485	......	610	......	483
89	Saginaw, Mich	400	325	1, 964	1, 398	46. 4	35. 5	28. 5	......	......	38. 3	2, 000	......	800	336	1, 000	389	......	......
90	Minneapolis, Minn	......	......	......	......	......	......	......	......	......	39	2, 500	......	......	550	......	575	......	550
91	St. Paul, Minn	*c*3, 000	......	......	......	......	......	......	......	......	40	*a*2, 500	......	*a*750	*a*750	*a*1, 350	*a*675	......	*a*540
92	Natchez, Miss*	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......
93	Vicksburg, Miss	......	......	......	......	......	......	......	......	......	51	270	......	......	560	800	800	675	675
94	Hannibal, Mo	......	......	......	......	66	35	30	......	......	46	......	......	......	318	675	......	......	356
95	Kansas City, Mo	......	......	......	......	......	......	......	......	......	47	2, 000	......	......	......	700	700	......	450
96	St. Joseph, Mo	......	......	......	......	54	31	29	......	......	45	2, 160	......	......	630	1, 080	1, 080	540	540
97	St. Louis, Mo	......	......	......	......	51	36	25	18	23	......	4, 000	$2, 750	......	746	*a*2, 035	*a*2, 035	......	531
98	Omaha, Nebr	......	......	......	......	......	......	......	......	......	41. 4	2, 000	......	......	1, 000	*a*1, 500	......	*a*900	685
99	Manchester, N. H	......	......	......	......	35	38	29	......	9	31	1, 500	......	......	413	1, 095	......	......	437
100	Nashua, N. H	......	......	......	......	......	......	......	......	......	......	800	......	......	384	......	460	......	......
101	Portsmouth, N. H	......	......	......	......	......	......	......	......	......	......	......	......	......	*a*425	*a*1, 008	*a*500	......	*a*500
102	Camden, N. J*	......	......	......	......	......	......	......	......	......	40	1, 084	......	......	550	1, 600	800	......	450
103	Elizabeth, N. J*	1, 923	1, 779	4, 842	4, 077	52	38	17	......	21	39	500	......	......	590	......	625	......	525

104	Jersey City, N. J											3, 500			1, 000	1, 800	1, 000		
105	Newark, N. J*					48	40	31	22	26		2, 500		1, 100	700	1, 900			612
106	New Brunswick, N. J					48	35	33				*d*2, 500			588	*e*800	*e*550		457
107	Orange, N. J										33. 4	*f*2, 400			675				525
108	Paterson, N. J					41	29	25	23	23	35	2, 000		588		1, 083			468
109	Trenton, N. J					39	23	20		35	28	600			600	1, 000			450
110	Auburn, N. Y	1, 100	770	3, 716	2, 713	43	33	33			38	1, 500			450		680		450
111	Binghamton, N. Y*	507		3, 694		45	20	39			40	*g*2, 100			460	1, 150			460
112	Buffalo, N. Y*	10, 000	8, 800	33, 140	22, 120						33	3, 000			650	1, 400	675		550
113	Cohoes, N. Y	375	200	4, 355	2, 138	45	53	31		16	44				500		1, 000		600
114	Elmira, N. Y					43	39	25		23		3, 000			460	*h*1, 500			425
115	Ithaca, N. Y										39	2, 000			450		560		396
116	Kingston, N. Y *i*	297	200	2, 087	1, 372						43. 4				450	900			450
117	Lockport, N. Y					53. 5	43. 6	32. 1			46. 6	1, 250			600		900		450
118	Long Island City, N. Y					49						500			510	1, 800	700		560
119	Newburgh, N. Y										43	1, 500			660	1, 200			483
120	New York, N. Y										42	5, 500	*a*4, 500		*a*1, 800		*a*3, 000	*a*1, 888	767
121	Ogdensburg, N. Y											1, 200		400		700			500
122	Oswego, N. Y					47	39	30			42	1, 500			499	988	545		419
123	Poughkeepsie, N. Y					42	33	19				800			425		550		375
124	Rochester, N. Y	6, 852	4, 002	18, 690	11, 869	35	35	40			34	1, 800			600	1, 350	866		425
125	Rome, N. Y*					61. 2	29. 1	21. 3				2, 000			350		600		280
126	Saratoga Springs, N. Y					36	31.	19				1, 800			*a*480	*a*800			*a*480
127	Schenectady, N. Y*					55	46	26			45	2, 000			350		575		400
128	Syracuse, N. Y					47. 3	38. 4	40				1, 900			557	1, 250	675		509
129	Troy, N. Y*							35		25	33	2, 300		750	550	1, 500	800		415
130	Utica, N. Y	670	280	5, 696	3, 631	73	50	43		48	75	2, 500			450		500		385
131	Watertown, N. Y*	110	100	2, 125	1, 367	34	26	29			30	1, 400			334		523		295
132	Yonkers, N. Y										40	1, 300			700	3, 000		1, 500	
133	Akron, Ohio											2, 000			600		650		900
134	Canton, Ohio					39	24	26	*j*13	*j*38	32	1, 500			320	800	750		430
135	Chillicothe, Ohio					44	30	27				2, 000			400		*k*650		350
136	Cincinnati, Ohio										*l*44. 4	3, 500		1, 885		2, 100		1, 370	750
137	Cleveland, Ohio					49. 8	33. 8	28. 4	12. 3	14. 6	42. 9	4, 000	*m*2, 333		*n*544		1, 006	*o*750	619
138	Columbus, Ohio					98	99	100				3, 000	2, 000		700	1, 000	1, 000		530
139	Dayton, Ohio	2, 080		7, 683		(37)		30. 3	13. 2	28. 3	36. 3	3, 000		900	510	1, 422	1, 500	1, 200	466
140	Hamilton, Ohio	1, 000	600	2, 762	1, 944	52. 3	37	26. 4			44. 8	2, 200		683	464	750			563
141	Mansfield, Ohio					46	41	40			43	1, 800			380		500		
142	Newark, Ohio					(38. 5)		46. 6				1, 800			375				450
143	Portsmouth, Ohio	300	280	2, 379	1, 851	41	33	43			39	1, 800		550	550				616
144	Sandusky, Ohio	980	800	3, 289	2, 557	48	38	31. 7				2, 000			500	*a*1, 300	*a*600		475
145	Springfield, Ohio										46	1, 800			450	1, 000	1, 000	800	525
146	Steubenville, Ohio	450	300	2, 735	2, 051	60	52	32			50	1, 600		450	450	875	550		501

* From Report of the Commissioner of Education for 1876.

a These are maximum salaries.

b West division.

c Estimated.

d The city superintendent is principal of all public schools.

e Vice principals.

f Thedcity superintendent is also principal of the high an grammar schools.

g The superintendent is also principal of the high school.

h Grammar and primary schools are in one building, under charge of one principal.

i The statistics are for the Kingston school district only.

j These are for ungraded and German schools.

k Maximum salary of principals in colored grammar schools, $450.

l Also excludes all principals not occupying recitation rooms.

m Male assistants; maximum salary of female assistants, $1,400.

n There is also an unclassified school in which but one teacher is employed, with an annual salary of $800.

o One special German teacher.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1877, &c.*—Continued.

	City.	Number of scholars in—				Average daily attendance per teacher, excluding special teachers, in—						Average annual salaries of—							
		Private and parochial schools.		All schools, public and private.										Teachers in primary schools.		Principals in grammar schools.		Assistants in grammar schools.	
		Enrolled.	Average daily attendance.	Enrolled.	Average daily attendance.	Primary schools.	Grammar schools.	High schools.	City normal schools.	Evening schools.	All public schools.	City superintendent.	Assistant superintendent.	Male.	Female.	Male.	Female.	Male.	Female.
	1	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74
147	Toledo, Ohio											a$2,000	ab$1,000	a$650	a$600	a$1,000	a$800		a$550
148	Zanesville, Ohio*	500		3,446		(36.3)		30			36	2,000			450	850	850		480
149	Portland, Oreg	395									45	1,800			607	1,800			a711
150	Allegheny, Pa					48	35	35				a2,000	ac1,400		a500		a600		550
151	Allentown, Pa											a1,350			a210	a350	a210		
152	Altoona, Pa	907		3,289		56	38	48			49	1,600		381	315	563	405		
153	Carbondale, Pa										58	300			280	568			
154	Chester, Pa					43	29	26		22		500			400		600		550
155	Danville, Pa*														236				
156	Easton, Pa											a1,700			a d35	ad80	ad60	ad$75	ad53
157	Erie, Pa*					30	41	25		52		2,200			400		725		440
158	Harrisburg, Pa					39	28	19				1,500		615	407	720	578		425
159	Lancaster, Pa*	810		3,623											385	715	440		390
160	New Castle, Pa										40	1,300			306	360	400		330
161	Norristown, Pa					37	40	33				1,500			420	700	660		450
162	Philadelphia, Pa										45				368	500	390		430
163	Pittsburgh, Pa*										40	3,000			500	1,600		(650)	
164	Pottsville, Pa*										35	1,800			350	650	400		450
165	Reading, Pa*										40	1,200		330	330	520	520		
166	Scranton, Pa., 4th dist*											2,000			400		500		400
167	Shenandoah, Pa					62	37					1,500			232		268		
168	Titusville, Pa	185	135	1,850	1,258	43	40	19.5			37	2,200			399		618		538
169	Wilkes-Barre, Pa., 3d dist.										39			d50	d50	d70	d58		
170	Williamsport, Pa											a1,200				a640		a440	a440
171	York, Pa										40	a1,800		a314	a314		a490		
172	Newport, R. I	719				37	31	18		12		a2,000			a440	a1,200	ae960		
173	Providence, R. I																		
174	Warwick, R. I										40	200			320	680			
175	Woonsocket, R. I	644		2,569	1,647						39	250			360	900	390		
176	Chattanooga, Tenn											1,800		360	360	800	800	400	400

177	Knoxville, Tenn										33	1,200			a400	575	575		400
178	Memphis, Tenn											2,500		a900	a900	a900	a900		585
179	Nashville, Tenn	500	400	4,532	3,336						40	2,250		450	450	1,400		650	650
180	Houston, Tex					64	38					2,500		400	400	400		320	320
181	Burlington, Vt*											1,000			500		1,000	700	
182	Rutland, Vt					9	4	3				200			293		420		390
183	Alexandria, Va	650	600	1,833	1,412	47	42				45	245			400	750	550	700	450
184	Lynchburg, Va										36	985			425	750	700	500	425
185	Norfolk, Va										41.7	976				f1,000	f700		
186	Portsmouth, Va*										30	600							
187	Richmond, Va					48	35	28				2,000		1,208		1,208			473
188	Wheeling, W. Va										35	1,100		800		1,100	1,100	440	440
189	Fond du Lac, Wis										40	g2,000		400	400	600	600		450
190	Janesville, Wis										36	1,500			335		400		
191	La Crosse, Wis										43	800			390	1,100			470
192	Madison, Wis											a2,000			a444		a555		
193	Racine, Wis*											a600			a450	1,050	600		
194 195	Georgetown, D. C *h* Washington, D. C *h*					55	47	42	20		53	2,500			686	1,412	918	1,000	470

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* From Report of the Commissioner of Education for 1876.

a These are the maximum salaries.

b Of superintendent's clerk.

c Male assistants; maximum salary of female assistants, $700.

d Salary per month.

e Special salary given for experience and success as teachers.

f One principal for primary and grammar schools.

g The superintendent is also principal of the high school.

h These statistics are for white schools only.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1877, &c.*—Continued.

	City.	Average annual salaries of—											Estimated real value of property used for school purposes.				
		Principals in high schools.		Assistants in high schools.		Principals in normal schools.		Teachers in evening schools.		Special teachers.							
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Music.	Drawing.	Penmanship.	Grounds or sites.	Buildings.	Furniture.	Apparatus.	Total.
	1	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90
1	Little Rock, Ark.	$1,000	......	$700	......	......	......	......	......	......	......	......	......	......	......	......	$50,715
2	San Francisco, Cal	4,000	......	2,250	$1,650	......	......	a$50	a$50	$1,800	$2,100	......	$1,550,000	$835,000	$165,000	$24,000	2,574,000
3	San José, Cal*	1,500	......	1,325	......	......	......	......	......	......	600	$960	30,000	100,000	20,000	2,000	152,000
4	Stockton, Cal	2,000	......	1,700	900	......	......	1,000	750	1,200	......	1,200	(140,000)		......	900	b142,900
5	Denver, Colo c	1,800	......	950	950	......	......	......	......	......	......	d950	(143,540)		42,000	1,000	186,540
6	Bridgeport, Conn	......	$488	......	......	......	$750	......	......	......	......	......	(135,000)		......	9,500	144,500
7	Hartford, Conn*	......	......	......	......	......	......	......	......	......	......	......	984,687	714,339	25,493	30,750	1,755,269
8	New Britain, Conn*	2,000	......	......	......	......	......	......	......	......	(1,200)		(90,000)		9,000	500	99,500
9	New Haven, Conn	3,000	......	1,550	805	......	......	174	......	2,500	2,500	......	(e529,722)		......	3,000	532,722
10	New London, Conn	f1,500	f1,200	f600	f600	......	......	......	fa40	f300	......	......	13,000	70,000	4,000	500	87,500
11	Norwalk, Conn*	......	......	......	......	......	......	......	......	......	......	......	23,000	80,000	6,000	2,000	111,000
12	Wilmington, Del	1,200	1,000	......	550	......	......	......	......	......	......	......	(246,894)		18,445	......	265,339
13	Atlanta, Ga	1,800	1,000	1,500	800	......	......	......	......	......	......	......	18,000	65,000	12,000	1,000	96,000
14	Augusta, Ga	1,250	......	......	760	......	......	......	......	......	......	900	......	......	......	......	......
15	Columbus, Ga	......	540	......	......	......	......	280	280	90	......	......	2,500	18,000	2,500	g3,500	26,500
16	Macon, Ga	840	......	......	420	......	......	......	......	......	......	......	4,000	18,000	2,500	......	24,500
17	Savannah, Ga	f2,250	......	f1,200	f850	......	......	......	......	......	......	......	30,000	50,000	15,000	500	95,500
18	Alton, Ill	......	......	......	......	......	......	......	......	......	......	......	70,000	5,000	......	500	75,500
19	Belleville, Ill	1,350	......	......	......	......	......	......	......	......	......	d850	30,000	70,000	4,000	600	104,600
20	Bloomington, Ill	......	a90	......	a65	......	......	a25	a15	......	......	......	36,825	170,543	21,933	1,170	230,471
21	Chicago, Ill	1,968	......	1,310	750	......	......	......	......	1,500	1,500	d1,200	1,015,331	1,201,400	127,075	92,250	2,436,056
22	Decatur, Ill	1,200	......	......	600	......	......	......	......	......	......	......	12,000	75,000	8,000	600	95,600
23	Freeport, Ill	1,000	......	700	700	......	......	......	......	......	......	d600	(e57,000)		......	300	57,300
24	Galesburg, Ill	a75	......	......	a48	......	......	......	......	......	......	......	......	100,000	12,565	250	112,815
25	Jacksonville, Ill	1,200	......	......	600	......	......	......	......	......	......	......	18,900	131,000	9,500	500	159,900
26	Joliet, Ill	......	550	......	417	......	......	......	......	......	......	......	15,000	40,000	10,000	g650	65,650
27	Peoria, Ill	1,600	......	......	596	......	......	......	......	......	......	......	33,100	124,200	......	......	157,300
28	Quincy, Ill	1,600	......	975	750	......	......	......	......	......	......	d450	(200,000)		15,000	2,000	217,000
29	Rockford, Ill	f1,500	......	f800	f800	......	......	......	......	......	......	......	......	......	......	......	120,000
30	Rock Island, Ill	f1,030	......	......	f720	......	......	......	......	......	......	......	30,000	75,000	7,000	600	112,600

31	Springfield, Ill*	1,500	......	1,125	780	......	......	......	......	......	......	......	......	......	......	......	150,000
32	Fort Wayne, Ind	1,500	......	1,200	650	......	650	......	......	1,200	1,200	h800	57,050	145,000	18,100	4,500	224,650
33	Indianapolis, Ind	2,000	......	1,100	1,100	$1,200	......	......	......	1,600	1,600	1,600	317,198	511,747	50,350	4,691	883,986
34	Jeffersonville, Ind	1,200	......	......	503	......	......	......	......	......	......	......	7,000	48,000	4,900	100	60,000
35	Lafayette, Ind	1,500	......	1,000	700	......	......	a50	a50	......	600	900	40,000	120,000	18,000	15,000	193,000
36	Logansport, Ind	1,200	......	......	567	......	......	......	......	......	......	......	44,000	130,000	5,500	500	180,000
37	Madison, Ind*	......		......	......	......	......	......	......	......	......	......	12,500	47,500	......	......	60,000
38	Richmond, Ind	......	1,200	870	540	......	......	......	......	900	......	......	20,000	50,000	10,000	1,000	81,000
39	South Bend, Ind	1,200	......	450	450	......	......	......	......	......	......	......	......	......	......	......	......
40	Terre Haute, Ind	......	......	f960	f900	......	......	fa30	......	f891	f146	......	(c213,971)		......	1,500	215,471
41	Burlington, Iowa	1,500	......	1,100	587	......	750	400	......	1,200	......	......	......	......	......	......	250,000
42	Council Bluffs, Iowa	1,000	......	1,000	700	......	......	......	......	1,000	......	600	20,000	60,000	5,000	600	85,600
43	Davenport, Iowa	1,600	......	900	967	......	1,000	363	......	d582	1,000	750	57,000	190,000	25,000	1,100	273,100
44	Des Moines, west side, Ia.	1,400	......	......	760	......	......	......	......	......	......	......	31,200	188,000	5,800	400	225,400
45	Dubuque, Iowa*	1,000	525	......	......	......	......	......	......	......	......	......	......	......	......	......	......
46	Keokuk, Iowa	f900	f675	f900	f675	......	......	......	......	f1,000	......	1,200	......	......	......	......	125,000
47	Atchison, Kans	750	750	650	......	......	......	......	......	......	......	a60	1,500	60,000	2,500	100	64,100
48	Lawrence, Kans	f775	......	f543	f543	......	......	......	......	fa70	......	......	......	......	......	......	100,000
49	Leavenworth, Kans*	1,500	......	......	......	......	......	......	......	......	......	......	(170,345)		(33,167)		203,512
50	Covington, Ky	1,800	......	1,100	750	......	......	......	......	......	......	......	35,000	150,000	10,000	1,000	196,000
51	Lexington, Ky	......		......	......	......	......	......	......	......	......	......	......	......	......	......	40,000
52	Louisville, Ky*	(3,000)		1,714	975	2,000	......	......	......	1,025	......	......	204,590	(628,800)			833,390
53	Newport, Ky	......	......	......	700	......	......	......	......	......	......	......	90,000	60,000	3,500	......	153,500
54	Paducah, Ky	......	700	......	......	......	......	......	......	......	......	......	......	20,000	2,000	1,000	23,000
55	New Orleans, La	f1,350	f900	f960	f650	......	......	......	......	......	......	......	(567,000)		60,000	2,500	629,500
56	Bangor, Me	1,500	......	......	450 600	......	......	......	......	......	......	......	......	......	......	......	75,000
57	Biddeford, Me	f1,400	......	......	f650	......	......	......	......	......	......	......	......	......	......	......	40,000
58	Lewiston, Me	f1,800	......	......	f700	......	fi800	......	......	f900	......	......	......	......	......	......	168,700
59	Portland, Me	2,000	......	1,000	550	......	......	......	......	1,000	(f1,200)		50,000	300,000	25,000	1,500	376,500
60	Baltimore, Md	f2,700	f2,208	f2,000	f900	......	......	......	......	f1,250 f1,500	f500	......	......	......	......	......	......
61	Adams, Mass	820	......	......	500	......	......	......	......	480	......	......	10,000	(145,000)		1,200	156,200
62	Boston, Mass*	f4,000	......	f3,200	f1,800	4,000	f1.800	......	......	f3,300	f3,300	......	(7,919,390)		(640,610)		8,560,000
63	Cambridge, Mass	f3,500	......	f2,600	f990	......	f950	......	......	f2,000	f800	......	150,000	400,000	30,000	2,000	582,000
64	Chicopee, Mass*	1,820	......	......	560	......	......	......	......	......	......	......	......	......	......	......	......
65	Fall River, Mass*	2,800	......	1,800	1,000	......	......	......	......	1,200	1,000	......	425,000	775,000	28,000	2,000	1,230,000
66	Fitchburg, Mass	1,800	......	900	600	......	......	......	......	800	600	600	(176,925)		(5,571)		182,496
67	Haverhill, Mass*	2,000	......	1,300	1,000	......	......	170	68	1,100	700	......	(275,000)		8,000	1,500	284,500
68	Holyoke, Mass	1,600	......	800	600	......	......	......	......	700	......	......	32,809	76,300	6,384	4,597	120,090
69	Lowell, Mass	2,412	......	1,790	750	......	......	......	......	1,447	(1,447)		(464,095)		11,167	1,200	476,462
70	Lynn, Mass	......		......	......	......	......	......	......	......	(j400)		(464,200)			7,000	471,200
71	Marlboro', Mass	1,620	......	......	504	......	......	......	......	......	......	......	(50,000)		9,000	500	59,500
72	Milford, Mass	f1,800	......	......	f600	......	......	......	......	......	......	......	......	......	......	......	......
73	New Bedford, Mass*	2,000	......	1,800	900	......	800	......	......	1,650	1,650	......	41,900	225,600	10,500	4,000	282,000
74	Newburyport, Mass*	1,900	......	1,425	500	......	......	......	......	......	......	......	15,000	87,100	2,000	1,000	105,100

* From Report of the Commissioner of Education for 1876.

a Salary per month.

b Includes $2,000, value of library.

c The report here given is for the city of Denver, exclusive of East Denver; which latter division comprises about one-eighth of the city.

d For German teacher.

e Includes furniture.

f These are the maximum salaries.

g Apparatus and books.

h Also a teacher of reading with an annual salary of $1,200.

i Salary of teacher of practice class.

j In the high school.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1877, &c.*—Continued.

	City.	Average annual salaries of—											Estimated real value of property used for school purposes.				
		Principals in high schools.		Assistants in high schools.		Principals in normal schools.		Teachers in evening schools.		Special teachers.							
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Music.	Drawing.	Penmanship.	Grounds or sites.	Buildings.	Furniture.	Apparatus.	Total.
	1	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90
75	Newton, Mass	$2,700		$1,417	$1,100					$1,500	$1,000	$200	$69,000	$340,000	$28,000	$6,000	$443,000
76	Pittsfield, Mass*	1,700								1,200			11,600	49,800			61,400
77	Salem, Mass*	3,000		1,200	725		*a*$800			1,600	1,200		(306,500)		(35,000)		341,500
78	Springfield, Mass	2,600		1,350	850					900	700		(550,000)			4,500	554,500
79	Taunton, Mass	1,200	$750	425	350	$425	350			1,200			20,000	160,000	20,000	2,000	202,000
80	Weymouth, Mass*	1,300			475								14,000	85,000	14,000	2,000	115,000
81	Woburn, Mass	*b*1,900			*b*675					*b*500			(180,000)		12,000	1,000	193,000
82	Worcester, Mass	2,700		1,374	842					1,500	1,200		239,017	584,500	41,058	7,650	872,225
83	Adrian, Mich*	1,400			487								15,000	125,000	10,000	1,500	151,500
84	Ann Arbor, Mich	1,300		1,200	500					600	400	600	15,000	110,000	5,000	700	130,700
85	Bay City, Mich	1,000			425								29,000	94,300	12,000	4,700	140,000
86	Detroit, Mich	*b*2,000		*b*1,200	*b*900					*b*1,200		*b*1,200					633,716
87	East Saginaw, Mich	1,200			600					*b*500	*b*100	*b*500	30,000	85,000	9,000	1,500	125,500
88	Grand Rapids, Mich	2,250		691	670					1,000		1,000	(255,000)		10,000	5,000	270,000
89	Saginaw, Mich	1,000			500					500			29,000	65,000	5,000	1,000	100,000
90	Minneapolis, Minn *c*		1,400		700					1,300	800	1,000	(305,000)		14,500	2,000	321,500
91	St. Paul, Minn	*b*1,620	*b*675	*b*1,080	*b*675					(*d*)		*b*1,080	60,000	225,000	15,000	4,000	304,000
92	Natchez, Miss*																
93	Vicksburg, Miss	975	975										15,000	25,000	4,000	250	44,250
94	Hannibal, Mo	750											7,500	26,000	5,800	200	39,500
95	Kansas City, Mo	1,400		1,400	650						*e*300	*f* 300					200,000
96	St. Joseph, Mo	1,600		938	850								26,788	75,908	14,000	2,000	118,696
97	St. Louis, Mo	2,197		1,440	840	2,775		$187	$130	1,500	974	{ *f* 641 { *f* 722	} 786,422	1,683,121	160,000		2,629,543
98	Omaha, Nebr	*b*2,000			*b*1,200							*f* 1,200	101,000	324,000	9,050	925	434,975
99	Manchester, N. H	1,800		900	544		*g*513			1,200			(*h*271,900)			6,175	278,075
100	Nashua, N. H	1,600	550										34,391	190,500	6,000	3,500	234,391
101	Portsmouth, N. H	*b*1,500			*b*1,000							1,008	13,100	58,900	6,400	2,200	80,600
102	Camden, N. J*							40	30								
103	Elizabeth, N. J*	1,600			625			240	160				33,500	73,000	10,000		116,500

104	Jersey City, N. J	2, 500	1, 000	1, 400	800	500					900		(728, 000)		26, 186	*i*10, 396	764, 582
105	Newark, N. J*	2, 300		1, 500	1, 100					1, 500			354, 000	584, 000	75, 500	1, 500	1, 015, 000
106	New Brunswick, N. J	*j*1, 400	*j*1, 000		500								28, 000	117, 000	4, 800	200	150, 000
107	Orange, N. J			1, 400	575					750			(88, 500)		(4, 000)		92, 500
108	Paterson, N. J	1, 425			658	150		203	162				66, 700	168, 500	12, 000	300	247, 500
109	Trenton, N. J	1, 200			500			200					34, 443	94, 000	10, 000	300	138, 743
110	Auburn, N. Y	1, 000		1, 000	575					800	650		18, 500	95, 000	10, 500	3, 200	127, 200
111	Binghamton, N. Y*	2, 100		1, 000	600						700		55, 088	160, 000	5, 875	2, 790	223, 753
112	Buffalo, N. Y*	2, 500	1, 375	1, 440	650					1, 100	1, 000	1, 450	300, 000	500, 000	60, 000	10, 000	870, 000
113	Cohoes, N. Y	1, 800		640						750			35, 000	45, 000	7, 500	1, 000	88, 500
114	Elmira, N. Y	2, 000			800								64, 700	210, 300	(30, 200)		305, 200
115	Ithaca, N. Y	1, 000			550					500			11, 000	19, 500	7, 000	2, 000	39, 500
116	Kingston, N. Y *k*	1, 350		1, 400	750						300		55, 000	85, 000	5, 000	1, 500	146, 500
117	Lockport, N. Y	1, 800		1, 200	583					1, 200	400	850	25, 000	70, 000	5, 000	2, 000	102, 000
118	Long Island City, N. Y												9, 000	30, 000	6, 000	*i*5, 000	50, 000
119	Newburgh, N. Y	1, 800		1, 250	650			500	333				30, 000	150, 000	10, 000	1, 000	191, 000
120	New York, N. Y					*b*5, 500							3, 174, 700	(6, 519, 900)			9, 694, 600
121	Ogdensburg, N. Y												17, 000	(35, 000)			52, 000
122	Oswego, N. Y	1, 200			536							680	26, 140	127, 090	(21, 867)		175, 097
123	Poughkeepsie, N. Y	1, 800			508					700			22, 000	88, 000	5, 450	565	116, 015
124	Rochester, N. Y	1, 800	1, 000	1, 225	700								103, 000	384, 000	45, 300	6, 700	539, 000
125	Rome, N. Y*		560										20, 000	36, 500	4, 600	500	61, 600
126	Saratoga Springs, N. Y	*b*800			*b*700					*b*1, 000			33, 000	29, 000	3, 000	1, 000	66, 000
127	Schenectady, N. Y*	2, 000	1, 200		575								20, 000	50, 000	5, 000	500	75, 500
128	Syracuse, N. Y	2, 225		1, 626	720			400			700		156, 000	492, 000	50, 000	28, 000	726, 000
129	Troy, N. Y*	1, 800		1, 500	900					1, 400			35, 000	75, 000	(10, 000)		120, 000
130	Utica, N. Y	2, 025		1, 325	775					1, 200	600	1, 200	84, 350	314, 693	37, 322	2, 019	438, 384
131	Watertown, N. Y*	1, 700		825	716								14, 500	54, 800	9, 695	1, 150	80, 145
132	Yonkers, N. Y							500	200	400	200						161, 000
133	Akron, Ohio	1, 200			750					600	(800)		45, 000	60, 000	4, 500	400	109, 900
134	Canton, Ohio		1, 000		625					600		*f*650	30, 000	63, 000	6, 500	500	100, 000
135	Chillicothe, Ohio	*b*1, 000			600								(150, 000)		2, 500	150	152, 650
136	Cincinnati, Ohio	2, 600		1, 830	1, 220	2, 000		*l*60	*l*50	1, 860	1, 800	1, 267	762, 978	1, 035, 200	50, 000	5, 000	1, 853, 178
137	Cleveland, Ohio	2, 667		1, 557	990	2, 500		*l*30	*l*30	2, 500	2, 250	2, 000	611, 473	859, 231	51, 728	85, 642	1, 608, 074
138	Columbus, Ohio	2, 200		1, 160	725					1, 600	1, 500	*f*500	180, 800	389, 184	29, 230	4, 000	603, 214
139	Dayton, Ohio	2, 000		1, 333	1, 200		1, 500	(400)		1, 500		1, 200	114, 000	186, 000	23, 200	1, 000	324, 200
140	Hamilton, Ohio		950	850	850					800			15, 000	100, 000	14, 000	1, 000	130, 000
141	Mansfield, Ohio		775		700					480	(405)		15, 000	135, 000	10, 000	500	160, 500
142	Newark, Ohio	1, 000			600						*f*1, 000	900	10, 000	78, 500	6, 000	500	95, 000
143	Portsmouth, Ohio			900	800						*f*1, 100		10, 000	140, 000	2, 000	500	152, 500
144	Sandusky, Ohio	1, 200			850		600			900	(1, 200)		20, 000	175, 000	7, 000	600	202, 600
145	Springfield, Ohio	1, 200		700	700					1, 500	500		40, 000	110, 000			150, 000
146	Steubenville, Ohio	1, 300			600					500		*f*500	12, 000	91, 000	8, 000	200	111, 200
147	Toledo, Ohio	*b*1, 000			*b*800					*b*1, 250	*b*400	*bf*950	150, 000	400, 000	50, 000	600	600, 600
148	Zanesville, Ohio*	1, 350		1, 080	700					525		950	13, 000	146, 000	10, 000	2, 000	171, 000
149	Portland, Oreg	1, 800		600	1, 133						1, 200		35, 000	44, 000	6, 895	100	85, 995

* From Report of the Commissioner of Education for 1876.
a Salary of teacher of training school.
b These are the maximum salaries.
c West division.
d Also German and French teachers, at an annual salary of $1,000 each.
e For French teacher.
f For German teacher.
g Salary of teacher of practice class.
h Includes furniture.
i Apparatus and books.
j Vice principals.
k The statistics are for the Kingston school district only.
l Salary per month.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1877, &c.*—Continued.

	City.	Average annual salaries of—											Estimated real value of property used for school purposes.				
		Principals in high schools.		Assistants in high schools.		Principals in normal schools.		Teachers in evening schools.		Special teachers.							
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Music.	Drawing.	Penmanship.	Grounds or sites.	Buildings.	Furniture.	Apparatus.	Total.
	1	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90
150	Allegheny, Pa									$1,000							$893,031
151	Allentown, Pa			a$70	a$50												400,000
152	Altoona, Pa	$720											$13,000	$50,000	$3,700	$100	66,800
153	Carbondale, Pa	720			320								6,000	15,400	3,000	600	25,000
154	Chester, Pa	1,000			713			a$16	a$16				33,610	59,500	7,341	100	100,551
155	Danville, Pa*																75,000
156	Easton, Pa	a105		a95	a63								(244,000)		10,700	600	255,300
157	Erie, Pa*	2,000	b$1,100	1,000	550			850		1,000	$550		120,000	169,320	8,500	2,000	299,820
158	Harrisburg, Pa	1,200	900	720	650					700	550		2,500	387,087	21,131	2,500	413,218
159	Lancaster, Pa*	990	660	770	525			45	37	1,000							82,000
160	New Castle, Pa		480										10,000	28,000	5,500	200	43,700
161	Norristown, Pa	1,500			700					300	280		28,973	71,029	14,477	575	115,054
162	Philadelphia, Pa												1,969,669	4,010,700	300,100		6,280,469
163	Pittsburgh, Pa*	3,000		1,750						1,200	900						1,900,000
164	Pottsville, Pa*	1,400		1,200	500								(180,000)		10,000	2,000	192,000
165	Reading, Pa*	1,500	850	630	630								45,000	300,000	4,000	1,000	350,000
166	Scranton, Pa., 4th dist*		600										50,000	(130,000)			180,000
167	Shenandoah, Pa												4,500	41,000	4,000	500	50,000
168	Titusville, Pa				818					380	523		25,000	75,000	7,000	1,800	108,800
169	Wilkes-Barre, Pa., 3d dist	a140			a60												84,000
170	Williamsport, Pa	c800			c520								38,000	75,000	8,500	800	122,300
171	York, Pa	c1,500		c800	c550												125,000
172	Newport, R. I	3,500		2,200	1,200			100	50	800	1,000		33,006	172,000			205,006
173	Providence, R. I																
174	Warwick, R. I																
175	Woonsocket, R. I	1,500	600	600	600					500							143,000
176	Chattanooga, Tenn	900	900		500								(14,564)		1,800		16,364
177	Knoxville, Tenn												3,000	16,000	2,500	100	21,600
178	Memphis, Tenn	c1,125		c1,125	c900								31,500	96,000	11,400	150	139,050
179	Nashville, Tenn	1,800		1,200	800					1,170	1,000		45,000	116,000	6,500	500	168,000

180	Houston, Tex	....	....	....	....	....	....	....	....	....	....	....	3, 850	13, 621	2, 240	....	19, 711
181	Burlington, Vt*	2, 000	....	....	650	....	....	....	....	600	....	....	....	....	....	....	87, 775
182	Rutland, Vt	1, 500	....	....	663	....	....	....	....	....	....	....	5, 000	10, 000	2, 000	1, 000	18, 000
183	Alexandria, Va	....	....	....	....	....	....	....	....	....	....	....	5, 400	43, 000	1, 000	50	49, 450
184	Lynchburg, Va	1, 100	....	400	500	....	....	....	....	....	....	....	....	....	....	....	38, 300
185	Norfolk, Va	....	....	....	....	....	....	....	....	....	....	....	10, 000	45, 000	2, 000	1, 000	58, 000
186	Portsmouth, Va*	....	....	....	....	....	....	....	....	....	....	....	3, 800	6, 000	200	....	10, 000
187	Richmond, Va	1, 300	....	515	585	....	....	....	....	....	....	....	33, 500	194, 558	15, 189	2, 000	245, 247
188	Wheeling, W. Va	....	....	....	....	....	....	*a*40	*a*25	....	....	*d*$385	51, 500	169, 609	14, 571	1, 000	236, 680
189	Fond du Lac, Wis	1, 000	....	....	600	....	....	....	....	....	....	....	22, 000	98, 700	8, 000	600	129, 300
190	Janesville, Wis	1, 500	....	....	517	....	....	....	....	....	....	120	30, 000	89, 000	(56, 000)		175, 000
191	La Crosse, Wis	1, 800	....	925	....	....	....	....	....	1, 100	....	....	11, 125	43, 712	3, 000	800	58, 637
192	Madison, Wis	850	....	555	555	....	....	....	....	....	....	....	10, 000	100, 000	10, 000	1, 000	121, 000
193	Racine, Wis	2, 000	1, 200	....	500	....	....	....	....	....	....	....	26, 700	42, 300	5, 000	500	74, 500
194	Georgetown, D. C *e*	....	1, 300	....	....	....	$1, 500	....	....	675	725	....	161, 177	604, 450	(60, 425)		826, 052
195	Washington, D. C *e*																

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* From Report of the Commissioner of Education for 1876.
a Salary per month.
b Vice principals.
c These are the maximum salaries.
d For German teacher.
e These statistics are for white schools only.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1877, &c.*—Continued.

	City.	Total taxable property in the city.		Tax for school purposes.		Receipts.									Expenditures.		
							Amount received from interest on permanent fund.			Amount received from taxation.					Permanent.		
		Estimated cash value.	Assessed valuation.	Mills per dollar of cash value.	Mills per dollar of assessed value.	Balance on hand from last school year.	State.	County.	Local.	State.	Local.	Amount received from tuition fees.	Amount received from all other sources.	Total receipts.	Sites and buildings.	Furniture and apparatus.	Libraries.
	1	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106
1	Little Rock, Ark	......	$5, 276, 480	......	5	......	......	......	......	......	......	......	......	......	$814	a$3, 306	......
2	San Francisco, Cal	......	260, 262, 343	......	2. 1	$125	......	......	......	$368, 609	$508, 330	......	$65, 552	$942, 616	2, 194	19, 285	$800
3	San José, Cal*	$9, 000, 000	9, 000, 000	2	2	35, 520	......	......	......	22, 470	8, 409	$267	......	66, 666	19, 134	2, 113	365
4	Stockton, Cal	5, 000, 000	5, 000, 000	1. 5	1. 5	19, 699	$0	$0	$0	16, 968	20, 134	2, 900	......	59, 701	380	87	457
5	Denver, Colo *b*	16, 000, 000	8, 000, 000	3. 75	7. 5	3, 914	......	......	......	......	47, 249	......	52	*c*59, 061	3, 000	1, 417	......
6	Bridgeport, Conn	17, 000, 000	11, 979, 890	......	3. 25	......	6, 094	......	600	9, 141	46, 584	......	......	62, 419	6, 100	425	200
7	Hartford, Conn	......	*47, 162, 324	......	......	......	......	......	......	......	......	......	......	191, 666	......	......	......
8	New Britain, Conn*	......	4, 592, 952	......	......	4, 032	7, 940	......	619	......	23, 607	353	508	37, 059	12, 000	450	250
9	New Haven, Conn	65, 852, 000	49, 209, 049	......	15. 25	46, 607	......		......	20, 073	145, 358	1, 414	14, 832	228, 284	28, 812	825	......
10	New London, Conn	10, 000, 000	6, 550, 000	1. 8	2. 7	11	2, 076	......	746	3, 214	18, 000	......	2, 500	26, 547	......	55	200
11	Norwalk, Conn*	9, 000, 000	6, 558, 766	......	......	0	8, 135	0	728	0	60, 498	0	0	69, 361	*d*1, 368	155	50
12	Wilmington, Del	25, 399, 000	25, 399, 000	2. 5	2. 5	......	......	......	......	......	......	......	......	......	......	......	......
13	Atlanta, Ga	20, 000, 000	15, 000, 000	1. 75	2. 12	1, 844	......	......	......	2, 377	24, 300	7, 171	17	35, 709	......	......	......
14	Augusta, Ga	12, 336, 700	*e*15, 975, 350	1. 8	......	......	......	......	......	......	......	......	......	*c*32, 706	......	......	......
15	Columbus, Ga	4, 000, 000	3, 328, 700	1. 88	2. 25	180	......	......	......	1, 600	7, 400	2, 165	800	12, 145	600	50	150
16	Macon, Ga	7, 500, 000	......	1	......	......	......	......	......	2, 633	*f*12, 810	......	1, 014	*f*16, 457	......	......	......
17	Savannah, Ga	......	......	......	......	1, 401	360	38,500	......	......	......	2, 244	......	42, 505	......	......	......
18	Alton, Ill	5, 000, 000	2, 500, 000	2. 2	4. 4	2, 970	3, 284	......	282	2, 500	11, 600	......	49	20, 685	......	140	......
19	Belleville, Ill	5, 000, 000	3, 016, 900	6. 9	11. 5	3, 877	......	......	......	*g*4, 363	31, 283	449	52	40, 024	......	......	......
20	Bloomington, Ill	8, 500, 000	4, 352, 800	29	14. 5	234	......	......	......	5, 933	60, 090	......	35	66, 292	699	755	40
21	Chicago, Ill	......	148, 400, 087	......	2. 92	......	112, 984	......	120, 685	......	612, 962	......	3, 126	849, 757	......	1, 011	90
22	Decatur, Ill	9, 114, 756	3, 038, 252	3	9	5, 765	......	......	......	3, 818	30, 516	(*h*)	10	40, 109	10	126	......
23	Freeport, Ill	......	......	......	......	3, 246	(3, 721)			(15, 198)		412	12, 000	34, 577	......	......	......
24	Galesburg, Ill	5, 500, 000	4, 000, 000	......	5	10, 942	360	......	......	4, 746	16, 000	31	......	32, 079	......	......	......
25	Jacksonville, Ill	2, 778, 789	2, 778, 789	......	3	......	......	......	627	3, 394	37, 927	......	5, 000	46, 948	2, 227	515	......
26	Joliet, Ill	3, 249, 080	2, 049, 080	4. 37	7	0	......	......	0	3, 802	20, 967	140	92	25, 001	......	106	......
27	Peoria, Ill	16, 000, 000	6, 528, 000	2. 8	7	1, 114	......	......	949	8, 768	47, 018	280	19, 371	77, 500	......	......	......
28	Quincy, Ill	20, 000, 000	9, 000, 000	2	4. 5	2, 221	......	......	......	9, 632	35, 000	......	7, 277	54, 130	6, 607	900	50

29	Rockford, Ill	12,000,000	4,200,000	......	5	7,315	i4,878	......	......	......	31,430	......	......	43,623	0	j250	j100
30	Rock Island, Ill	12,000,000	4,000,000	2.16	6.5	2,867	......	......	......	3,205	17,800	......	......	23,872	......	......	......
31	Springfield, Ill*	......	......	......	5	......	8,498	......	......	......	23,126	476	......	32,100	......	......	......
32	Fort Wayne, Ind	12,294,460	12,294,460	4.6	4.6	22,692	6,639	......	......	20,986	49,029	......	15	99,361	12,207	3,370	15
33	Indianapolis, Ind	73,822,993	55,367,245	1.33	2	55,391	......	......	......	85,982	166,503	290	3,290	311,456	13,922	2,630	11,651
34	Jeffersonville, Ind	......	2,600,000	......	4	4,600	625	......	......	7,086	9,857	......	835	23,003	......	154	......
35	Lafayette, Ind	14,000,000	11,000,000	......	3.5	......	......	......	......	......	......	......	......	......	......	......	......
36	Logansport, Ind	......	5,666,055	......	5	......	6,323	......	......	6,745	21,304	146	14,057	48,575	4,596	800	......
37	Madison, Ind*	......	4,400,000	......	3	5,068	9,972	......	2,033	9,165	......	......	212	26,450	......	......	......
38	Richmond, Ind	......	......	......	......	33,234	......	......	474	(38,903)		105	......	72,716	300	2,854	......
39	South Bend, Ind	......	......	......	......	20,071	......	......	......	......	......	12,100	12,323	44,494	......	......	......
40	Terre Haute, Ind	......	13,841,060	......	3.4	30,475	......		......	25,272	39,299	0	0	95,046	11,691	934	0
41	Burlington, Iowa	12,000,000	4,000,000	2	6	17,751		(11,688)		......	58,146	299	41	87,925	(3,215)		
42	Council Bluffs, Iowa	5,472,145	3,282,077	5.1	8.5	19,589	4,476	......	......	......	28,290	......	......	52,355	845	......	......
43	Davenport, Iowa	16,000,000	4,555,890	3.5	12	37,098		(15,762)		(63,562)		968	......	117,390	2,200	1,330	......
44	Des Moines, west side, Ia	7,033,000	3,516,500	6.5	13	1,886	......	4,949	......	......	48,040	341	......	55,216	......	......	......
45	Dubuque, Iowa*	......	......	3	6.5	2,685	......	......	......	......	41,490	......	9,900	54,075	......	......	......
46	Keokuk, Iowa	9,000,000	4,000,000	......	9	186	......	......	......	4,902	34,961	330	......	40,379	2,690	400	......
47	Atchison, Kans	4,800,000	3,000,000	8	13	......	......	......	......	......	......	93	......	93	......	150	......
48	Lawrence, Kans	......	2,551,630	......	10	......	8,678	......	......	......	20,736	......	1,561	25,975	......	162	......
49	Leavenworth, Kans*	......	4,367,544	......	10	2,813	......	......	658	36,936	8,808	304	5,551	55,070	2,756	342	......
50	Covington, Ky	20,000,000	15,000,000	1.87	2.5	10,000	......	......	......	17,000	37,500	500	3,000	68,000	25,000	2,500	......
51	Lexington, Ky	......	4,928,759	......	1.5	0	......	0	......	7,121	7,900	91	......	15,112	......	......	......
52	Louisville, Ky*	......	71,849,772	......	4.5	544	......	......	......	86,612	184,552	940	1,484	274,132	(13,023)		......
53	Newport, Ky	......	6,200,000	......	2	1,637	......	......	......	12,415	15,050	287	1,893	31,282	......	......	......
54	Paducah, Ky	6,000,000	3,500,000	1.71	2	12	0	0	0	3,417	6,450	18	......	9,897	0	0	0
55	New Orleans, La	......	88,973,930	......	......	......	......	......	......	37,949	225,000	......	......	262,949	......	3,554	......
56	Bangor, Me	......	9,906,100	......	......	......	......	......	......	......	36,200	......	......	36,200	......	......	......
57	Biddeford, Me	10,000,000	5,000,000	......	......	1,384	......	0	......	7,246	13,500	......	......	22,130	......	528	......
58	Lewiston, Me	11,873,558	11,873,558	2.33	2.33	......	......	......	......	6,427	22,000	56	5,312	33,795	......	......	......
59	Portland, Me	30,892,845	30,892,845	2.47	2.47	0	0	0	0	18,976	57,463	0	3	76,442	4,580	300	......
60	Baltimore, Md	......	......	......	......	......	......	......	......	155,403	420,931	49,257	222	625,813	83,082	19,643	1,500
61	Adams, Mass	11,141,767	6,685,060	2.58	4.31	......	......	......	......	......	28,800	......	683	29,483	......	......	......
62	Boston, Mass*	......	748,878,100	......	2.21	......	0	0	0	......	2,015,381	2,354	18,332	2,036,067	277,746	29,348	......
63	Cambridge, Mass	......	55,755,000	......	3	......	......	......	......	......	187,718	......	846	188,564	2,921	......	......
64	Chicopee, Mass*	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......
65	Fall River, Mass*	......	51,401,467	......	1.8	......	......	......	......	......	97,000	101	......	97,101	5,000	500	......
66	Fitchburg, Mass	......	10,668,319	......	3.52	0	0	0	0	0	37,489	0	19	37,508	......	......	0
67	Haverhill, Mass*	12,500,000	10,324,237	4.24	5.13	......	430	......	......	......	53,000	33	44	53,507	......	......	......
68	Holyoke, Mass	19,275,984	9,637,992	1.1	2.2	3,476	......	......	......	700	23,200	......	......	27,376	......	431	......
69	Lowell, Mass	50,000,000	39,407,732	2.8	3.5	19,223	0	0	0	0	139,000	428	4,534	163,185	14,187	726	25
70	Lynn, Mass	24,995,339	24,995,339	4.7	4.7	0	0	0	0	0	106,652	0	0	106,652	4,069	1,695	0
71	Marlboro', Mass	......	3,439,925	......	5.2	......	320	......	90	......	18,000	......	......	18,410	......	78	......
72	Milford, Mass	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......
73	New Bedford, Mass*	34,850,000	26,750,000	2.3	3.66	0	......	......	3,000	......	82,000	......	825	85,825	87,000	3,000	2,500
74	Newburyport, Mass*	9,000,000	7,011,650	2.75	3.33	......	572	......	900	......	33,978	......	......	35,450	......	......	......
75	Newton, Mass	28,500,000	28,500,000	2.79	2.79	6,357	......	......	......	(79,750)		......	1,309	87,416	......	......	......

* From Report of the Commissioner of Education for 1876.

a Miscellaneous expenses.

b The report here given is for the city of Denver, exclusive of East Denver; which latter division comprises about one-eighth of the city.

c Includes a temporary loan of $7,846.

d Includes repairs.

e For the county.

f Including Bibb County.

g From State and county.

h About $300 per annum; is used by superintendent in buying maps, charts, books, &c.

i Includes funds from different sources.

j Estimated.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1877, &c.*—Continued.

	City.	Total taxable property in the city.		Tax for school purposes.		Receipts.									Expenditures.		
							Amount received from interest on permanent fund.			Amount received from taxation.					Permanent.		
		Estimated cash value.	Assessed valuation.	Mills per dollar of cash value.	Mills per dollar of assessed value.	Balance on hand from last school year.	State.	County.	Local.	State.	Local.	Amount received from tuition fees.	Amount received from all other sources.	Total receipts.	Sites and buildings.	Furniture and apparatus.	Libraries.
	1	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106
76	Pittsfield, Mass*	$8, 177, 606	$8, 177, 606	2. 3	2. 3	$0	$0	......	......	$366	$20, 000	......	......	$20, 366	$16, 800	$1, 284	......
77	Salem, Mass*	27, 216, 000	27, 216, 000	2. 1	2. 1	0	0	$0	$285	1, 529	80, 581	$150	$241	82, 786	0	1, 193	$300
78	Springfield, Mass	......	30, 692, 776	......	2. 93	......	......	......	......	......	90, 000	(257)		90, 257	......	......	......
79	Taunton, Mass	20, 000, 000	15, 870, 513	......	3. 15	0	0	0	0	......	49, 899	168	......	50, 067	0	0	0
80	Weymouth, Mass*	5, 586, 440	5, 586, 440	4. 18	4. 18	146	403	0	602	......	22, 500	0	900	24, 551	10, 714	768	500
81	Woburn, Mass	8, 674, 522	8, 674, 522	3	3	70	250	......	......	31, 000	......	102	81	31, 503	......	......	......
82	Worcester, Mass	60, 902, 206	45, 676, 600	2. 3	3. 2	0	0	0	0	0	144, 579	38	441	145, 058	9, 000	1, 865	......
83	Adrian, Mich*	5, 014, 605	1, 671, 535	4. 63	14	160	1, 504	......	......	......	25, 696	300	9, 292	36, 952	......	......	1, 343
84	Ann Arbor, Mich	4, 298, 145	1, 432, 715	5. 2	15. 6	1, 472	1, 113	......	......	......	*a*25, 185	4, 597	124	32, 491	2, 872	520	121
85	Bay City, Mich	8, 800, 000	8, 800, 000	3	15	5, 684	1, 846	......	......	3, 434	26, 019	105	1, 710	38, 798	......	......	......
86	Detroit, Mich	94, 570, 905	28, 371, 272	......	......	90, 332	......	......	......	16, 179	196, 672	548	3, 102	306, 833	(28, 448)		......
87	East Saginaw, Mich	8, 756, 545	2, 585, 515	......	......	2, 548	2, 371	190	......	......	33, 230	185	2, 988	41, 512	......	477	417
88	Grand Rapids, Mich	30, 000, 000	10, 000, 000	7. 33	7	9, 872	4, 094	......	......	19, 297	50, 201	1, 379	577	85, 420	2, 647	......	1, 195
89	Saginaw, Mich	6, 125, 708	1, 531, 427	......	......	13, 009	1, 363	......	......	......	25, 063	192	258	39, 885	......	325	......
90	Minneapolis, Minn *b*	27, 000, 000	18, 300, 000	2. 6	3. 83	7, 087		(*c*27, 522)		......	65, 746	306	16, 950	117, 611	32, 530	1, 649	......
91	St. Paul, Minn	60, 000, 000	26, 000, 000	......	1	......	......	......	......	......	......	......	......	21, 678	......	......	......
92	Natchez, Miss*	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......
93	Vicksburg, Miss	4, 000, 000	3, 500, 000	2. 5	2. 75	......	......	......	......	3, 800	12, 000	......	......	15, 800	500	......	......
94	Hannibal, Mo	2, 780, 000	2, 780, 000	......	4	603	......	......	......	6, 109	14, 867	......	......	21, 579	224	......	......
95	Kansas City, Mo	......	8, 400, 000	......	4	......	......	......	......	6, 048	*d*73, 718	1, 420	......	81, 186	2, 446	44	*e*1, 000
96	St. Joseph, Mo	12, 000, 000	8, 500, 000	5	7	3, 189	......	1, 773	......	4, 151	42, 569	30	40	51, 752	......	......	......
97	St. Louis, Mo	237, 488, 700	159, 087, 748	......	5	174, 787	......	......	47, 006	131, 946	795, 439	4, 118	111, 898	1, 265. 194	152, 358	7, 578	13, 400
98	Omaha, Nebr	25, 600, 000	5, 658, 764	1. 1	5	26, 387		(*c*9, 063)		......	29, 016	......	19, 220	83, 686	12, 857	927	......
99	Manchester, N. H	......	15, 605, 918	......	3. 19	......	......	......	......	1, 964	49, 900	291	......	52, 155	1, 016	1, 658	......
100	Nashua, N. H	8, 900, 000	8, 276, 538	......	3. 4	648	......	......	......	......	......	......	......	28, 740	......	......	......
101	Portsmouth, N. H	9, 567, 765	8, 567, 000	2. 25	2. 33	545	939	(21, 500)		......	......	26	......	23, 010	......	214	......
102	Camden, N. J*	27, 000, 000	13, 500, 000	2	4	32, 141	4, 059	......	......	11, 990	37, 914	......	646	86, 750	2, 850	......	0
103	Elizabeth, N. J*	30, 000, 000	16, 000, 000	1. 42	2. 68	3, 624	......	......	......	30, 077	9, 923	......	......	43, 624	......	......	......

104	Jersey City, N. J	90, 500, 000	60, 615, 019	1. 6	2. 4	0	12, 086	0	0	144, 271	66, 193	0	0	222, 550	......	......	1, 000
105	Newark, N. J*	160, 396, 666	96, 238, 000	1. 2	2	6	......	......	294	137, 527	68, 000	0	*f*11, 210	217, 037	0	1, 000	......
106	New Brunswick, N. J	12, 136, 570	6, 068, 285	2	2	5, 000	......	......	......	20, 479	5, 500	......	10, 778	41, 757	6, 733	825	......
107	Orange, N. J	9, 000, 000	4, 647, 000	......	......	175	......	......	......	15, 000	10, 500	409	123	26, 207	......	488	......
108	Paterson, N. J	33, 511, 614	22, 341, 076	0. 51	0. 76	......	......	......	......	58, 912	17, 076	......	......	75, 988	......	5, 924	......
109	Trenton, N. J	12, 000, 000	9, 000, 000	......	2	8, 097	2, 831	......	......	32, 977	7, 325	......	......	51, 230	......	......	......
110	Auburn, N. Y	12, 160, 000	9, 059, 400	2. 43	3. 26	14, 255	759	......	......	11, 065	19, 735	731	397	46, 942	2, 651	825	396
111	Binghamton, N. Y*	10, 015, 775	9, 996, 375	3. 09	3. 1	4, 693	558	......	......	11, 404	31, 000	1, 031	48	48, 734	......	1, 415	508
112	Buffalo, N. Y*	......	......	......	......	......	......	......	......	67, 000	215, 760	60	......	282, 820	......	......	......
113	Cohoes, N. Y	10, 500, 567	3, 500, 189	2. 47	7. 43	34, 490	......	......	......	9, 992	26, 000	......	381	70, 863	210	974	311
114	Elmira, N. Y	13, 730, 918	13, 730, 918	3. 21	3. 21	12, 460	710	......	......	13, 356	57, 121	1, 260	......	84, 907	1, 786	106	94
115	Ithaca, N. Y	6, 000, 000	3, 212, 885	2. 5	4. 7	538	6, 481	165	......	......	18, 125	1, 016	25	26, 350	1, 594	251	......
116	Kingston, N. Y *g*	4, 000, 000	1, 887, 600	6. 26	13. 28	215	636	......	357	5, 462	25, 053	615	159	32, 497	839	......	80
117	Lockport, N. Y	10, 000, 000	7, 000, 000	2. 5	2. 92	9, 896	......	......	......	8, 216	20, 500	2, 102	101	40, 815	343	1, 722	128
118	Long Island City, N. Y	20, 000, 000	4, 719, 034	......	7. 5	2, 455	......	......	......	9, 377	27, 000	......	......	38, 832	......	1, 929	32
119	Newburgh, N. Y	20, 000, 000	5, 628, 735	1. 8	7	0	......	......	......	10, 673	39, 925	752	......	51, 350	6, 788	4, 161	1, 459
120	New York, N. Y	......	1, 101, 092, 093	......	3. 4	......	52, 704	......	......	543, 927	2, 956, 369	......	......	3, 553, 000	(292, 757)		......
121	Ogdensburg, N. Y	......	2, 248, 194	......	4	6, 101	......	......	......	6, 393	8, 996	0	0	......	0	0	120
122	Oswego, N. Y	......	10, 711, 170	......	3	3, 128	......	......	......	14, 480	39, 337	199	452	57, 596	784	1, 570	......
123	Poughkeepsie, N. Y	25, 000, 000	5, 505, 178	......	4	19, 369	......	......	......	11, 518	24, 245	......	885	56, 017	......	251	1, 448
124	Rochester, N. Y	50, 200, 775	50, 200, 775	2. 33	2. 33	26, 547	2, 559	......	......	42, 180	129, 498	919	11	201, 714	28, 390	2, 032	882
125	Rome, N. Y*	5, 433, 534	5, 433, 534	2. 2	2. 2	......	......	......	......	5, 301	15, 526	245	2, 100	23, 172	4, 651	......	766
126	Saratoga Springs, N. Y	15, 000, 000	2, 419, 372	1. 9	12	19, 849	......	......	......	5, 437	28, 808	41	173	53, 308	9, 922	1, 024	161
127	Schenectady, N. Y*	......	......	......	......	......	......	......	......	7, 931	17, 000	2, 091	337	27, 359	2, 300	567	175
128	Syracuse, N. Y	30, 603, 390	30, 603, 390	2. 4	2. 4	30	0	0	0	31, 538	75, 000	1, 421	2, 628	110, 617	......	......	3, 566
129	Troy, N. Y*	46, 689, 702	15, 563, 234	1. 01	4. 3	19, 917	......	......	......	28, 262	94, 900	1, 231	......	144, 310	11, 777	3, 994	*h*1, 546
130	Utica, N. Y	69, 913, 032	23, 304, 344	8. 6	2. 6	18, 790	......	......	......	19, 945	48, 300	750	*i*550	88, 335	......	1, 535	600
131	Watertown, N. Y*	12, 500, 000	7, 761, 194	1. 9	3. 15	......	452	......	......	7, 151	23, 500	750	......	31, 853	13	1, 100	558
132	Yonkers, N. Y	......	21, 114, 118	......	......	5, 211	......	......	......	9, 769	41, 782	1, 389	......	58, 151	(3, 150)		287
133	Akron, Ohio	10, 996, 474	7, 330, 983	4	6	19, 356	410	......	......	6, 225	45, 721	747	*j*29, 813	102, 272	6, 720	......	......
134	Canton, Ohio	......	......	7	7	12, 630	441	......	......	5, 022	36, 574	27	*j*2, 555	57, 249	1, 850	1, 673	......
135	Chillicothe, Ohio	10, 000, 000	4, 750, 000	......	5. 5	9, 262	......	301	......	4, 913	28, 906	(256)		43, 638	1, 494	738	1, 447
136	Cincinnati, Ohio	300, 000, 000	179, 430, 142	2	3. 4	151, 592	1, 368	......	12, 100	139, 563	374, 592	6, 713	8, 115	694, 043	16, 483	7, 314	45, 292
137	Cleveland, Ohio	219, 000, 000	73, 000, 000	1. 5	4. 5	183, 402	......	......	......	70, 066	323, 153	788	6, 294	583, 703	61, 092	14, 114	......
138	Columbus, Ohio	43, 500, 000	27, 000, 000	3. 5	4. 6	86, 804	326	......	......	19, 035	123, 239	153	2, 154	231, 711	44, 188	5, 423	1, 466
139	Dayton, Ohio	25, 000, 000	19, 500, 000	3. 8	4. 9	50, 462		(1, 479)		16, 153	96, 476	1, 191	325	166, 086	17, 470	2, 265	6, 952
140	Hamilton, Ohio	6, 188, 214	6, 188, 214	3. 75	3. 75	34, 388	486	......	......	7, 797	25, 700	280	700	69, 351	......	2, 000	......
141	Mansfield, Ohio	10, 088, 000	5, 044, 000	......	4. 6	10, 986	4, 118	231	......	......	23, 202	(545)		39, 082	1, 706	......	......
142	Newark, Ohio	......	*3, 890, 000	......	......	10, 153	......	......	......	5, 285	29, 987	256	......	45, 681	(9, 861)		......
143	Portsmouth, Ohio	7, 000, 000	5, 367, 973	4. 23	5. 5	16, 814	32	......	140	5, 841	13, 323	498	3, 742	40, 390	......	364	......
144	Sandusky, Ohio	14, 085, 000	4, 025, 000	2	7	6, 426	......	......	......	10, 192	28, 783	......	*j*16, 049	61, 450	16, 734	......	......
145	Springfield, Ohio	......	9, 516, 456	......	4. 5	9, 032	......	......	......	7, 768	42, 378	......	8, 786	67, 964	7, 345	......	......
146	Steubenville, Ohio	6, 000, 000	5, 200, 000	4. 33	5	21, 879	63	......	......	7, 554	27, 661	(622)		57, 779	1, 745	661	20
147	Toledo, Ohio	......	19, 568, 720	......	5	48, 622	1, 091	......	......	10, 540	93, 074	767	618	154, 712	4, 186	142	76
148	Zanesville, Ohio*	12, 000, 000	7, 700, 000	3. 2	5	519	302	0	0	8, 794	39, 032	635	9, 070	58, 352	5, 714	0	0
149	Portland, Oreg	......	8, 800, 728	......	2	5, 326	1, 986	......	......	17, 375	20, 666	1, 000	25	46, 378	11, 664	1, 900	250
150	Allegheny, Pa	......	55, 020, 811	......	4. 16	14, 951	......	......	......	15, 482	196, 630	......	34, 021	261, 084	1, 007	5, 451	1, 772

* From Report of the Commissioner of Education for 1876.

a This includes the proceeds ($2,865) of a 2 mill tax which is uniform over the State.

b West division.

c Includes amount received from State tax.

d Delinquent taxes, merchants' licenses, &c.

e Special library fund.

f Apportionment of public school funds.

g The statistics are for the Kingston school district only.

h For apparatus.

i From regents of the university.

j From sale of bonds.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1877, &c.*—Continued.

	City.	Total taxable property in the city.		Tax for school purposes.		Receipts.									Expenditures.		
							Amount received from interest on permanent fund.			Amount received from taxation.					Permanent.		
		Estimated cash value.	Assessed valuation.	Mills per dollar of cash value.	Mills per dollar of assessed value.	Balance on hand from last school year.	State.	County.	Local.	State.	Local.	Amount received from tuition fees.	Amount received from all other sources.	Total receipts.	Sites and buildings.	Furniture and apparatus.	Libraries.
	1	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106
151	Allentown, Pa	.....	$10,000,000	.....	5	.....	.....	.....	.....	.....	$51,620	.....	.....	.....	.....	.....	.....
152	Altoona, Pa	$6,180,000	2,060,000	3.33	10	.....	.....	.....	.....	$3,732	18,933	$156	.....	$22,821	$2,342	$62	.....
153	Carbondale, Pa	2,500,000	822,600	3.66	11	$165	.....	.....	.....	1,641	6,660	.....	$800	9,266	1,106	73	.....
154	Chester, Pa	8,914,973	6,686,230	.....	3.5	.....	.....	.....	.....	1,823	27,564	50	.....	29,437	886	1,238	.....
155	Danville, Pa*	3,600,000	1,200,000	.....	14	66	.....	.....	.....	1,706	15,296	3	17	17,088	.....	.....	.....
156	Easton, Pa	.....	9,201,624	.....	4	21,664	.....	.....	.....	*a*3,117	42,671	175	1,075	68,702	4,970	656	$80
157	Erie, Pa*	22,439,977	16,829,983	3.25	4.5	17,732	.....	.....	.....	6,256	73,010	45	.....	97,043	16,320	975	150
158	Harrisburg, Pa	17,222,268	5,740,756	4.33	13	1,381	.....	.....	.....	6,571	68,979	.....	25,486	102,417	.....	1,599	.....
159	Lancaster, Pa*	13,194,298	13,194,298	2.5	2.5	2,670	.....	.....	.....	*a*5,606	48,055	.....	30,886	87,217	(39,021)		.....
160	New Castle, Pa	4,910,568	1,227,642	2.5	10	283	.....	.....	.....	1,610	12,637	742	.....	15,272	.....	626	.....
161	Norristown, Pa	.....	.....	.....	6	2,455	.....	.....	$7,538	3,007	16,833	1,350	1,707	32,890	.....	.....	.....
162	Philadelphia, Pa	.....	.....	.....	.....	17,058	.....	.....	.....	(1,658,553)		.....	.....	1,675,611	.....	.....	.....
163	Pittsburgh, Pa*	175,000,000	175,000,000	3.5	3.5	66,248	.....	.....	.....	32,456	448,145	.....	.....	546,849	8,314	5,319	503
164	Pottsville, Pa*	12,000,000	6,307,700	.....	6.5	4,052	.....	.....	276	3,308	33,969	408	31,726	73,739	17,281	5,176	25
165	Reading, Pa*	23,320,994	23,320,994	3	3	1,487	.....	.....	.....	9,900	75,293	.....	37,740	124,420	3,500	.....	.....
166	Scranton, Pa., 4th dist*	10,900,000	2,725,000	5	20	.....	.....	.....	.....	5,888	54,990	75	6,410	67,363	.....	.....	.....
167	Shenandoah, Pa	3,000,000	1,844,405	5	8	4,411	$1,310	.....	.....	.....	13,543	51	1,176	20,491	.....	214	.....
168	Titusville, Pa	6,200,000	1,550,000	3.75	15	3,389	.....	.....	.....	2,862	24,845	300	9,685	41,081	5,518	.....	.....
169	Wilkes-Barre, Pa., 3d dist	.....	2,329,019	.....	15	22	.....	.....	.....	2,669	24,300	585	.....	27,576	(937)		.....
170	Williamsport, Pa	12,000,000	7,000,000	.....	5.5	0	3,940	$0	.....	.....	35,136	93	.....	39,169	0	0	0
171	York, Pa	8,000,000	6,387,990	.....	3.5	107	.....	.....	.....		.....	200	.....	28,181	0	0	.....
172	Newport, R. I	.....	29,266,600	.....	1.4	.....	5,075	.....	6,675	.....	52,000	.....	732	64,482	18,000	2,814	200
173	Providence, R. I	.....	.....	.....	.....	7,972	.....	.....	.....	.....	.....	.....	.....	.....	119,530	.....	.....
174	Warwick, R. I	.....	10,000,000	.....	.....	148	.....	.....	.....	4,071	6,000	.....	1,323	11,542	.....	.....	.....
175	Woonsocket, R. I	.....	11,497,562	.....	1.25	.....	4,331	.....	.....	600	15,000	.....	1,131	21,062	.....	723	96
176	Chattanooga, Tenn	.....	4,500,000	.....	2.5	*b*660	.....	.....	.....	*c*5,393	6,862	49	.....	12,304	644	237	.....
177	Knoxville, Tenn	6,000,000	4,000,000	.....	2	.....	.....	.....	.....	(11,917)		290	750	12,957	.....	257	.....
178	Memphis, Tenn	25,000,000	20,406,385	.....	1	.....	.....	.....	.....	50,778)		386	.....	51,164	540	.....	.....
179	Nashville, Tenn	13,306,200	13,306,200	4.5	4.5	0	0	0	0	*c*25,671	24,339	0	10,663	60,673	0	0	0

180	Houston, Tex	......	7, 164, 172	......	*d*1. 25	......	......	......	......	10, 562	......	......	2, 000	12, 562	......	1, 050	......
181	Burlington, Vt*	6, 000, 000	3, 813, 751	3+	5	0	0	0	0	*e*157	17, 881	132	1, 831	20, 001	0	216	0
182	Rutland, Vt	4, 000, 000	1, 978, 500	2	4	533	1, 363	......	......	......	7, 217	885	......	9, 998	......	75	......
183	Alexandria, Va	4, 000, 000	4, 158, 644	2. 8	2. 8	2, 646	......	......	......	2, 891	7, 200	......	805	13, 542	2, 646	104	......
184	Lynchburg, Va	......	*f*7, 202, 180	......	1. 24	598	......	......	......	2, 660	10, 000	407	1, 811	15, 476	......	20	......
185	Norfolk, Va	......	13, 458, 421	......	8. 03	2, 471	......	......	......	4, 059	12, 326	......	1, 000	19, 856	......	......	......
186	Portsmouth, Va*	3, 144, 871	3, 144, 871	......	2	935	......	......	......	3, 399	5, 855	......	1, 000	11, 189	......	......	......
187	Richmond, Va	39, 187, 097	39, 187, 097	......	......	7, 034	......	......	......	20, 754	53, 000	......	......	80, 788	4, 864	727	......
188	Wheeling, W. Va	14, 742, 515	14, 742, 515	4	4	6, 397	......	......	......	10, 385	56, 539	......	......	73, 321	......	......	......
189	Fond du Lac, Wis	......	3, 285, 444	......	7	405	......	......	......	*g*2, 457	24, 288	600	6, 448	34, 198	3, 327	638	......
190	Janesville, Wis	6, 000, 000	3, 789, 635	2. 25	4	5, 000	......	......	......	1, 520	17, 765	......	160	24, 445	6, 937	1, 021	......
191	La Crosse, Wis	......	......	......	......	7, 224	......	......	......	......	......	......	*h*31, 787	*h*39, 011	*h*11, 000	*h*541	......
192	Madison, Wis	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......
193	Racine, Wis*	10, 000, 000	4, 400, 000	2. 76	6. 3	0	1, 824	0	0	......	27, 625	136	300	29, 885	0	1, 000	70
194	Georgetown, D. C }	87, 200, 779	87, 200, 779	......	......	0	0	0	6, 340	0	251, 032	0	76, 394	333, 766	0	*i*3, 351	0
195	Washington, D. C }																

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* From Report of the Commissioner of Education for 1876.
a State appropriation.
b Balance outstanding last school year.
c From State and county.
d One-fourth of State tax is given to schools.
e From school land rents.
f Includes banks and incorporated companies.
g From State school fund.
h Receipts and expenditures to November, 1877.
i For white schools only.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1877, &c.*—Continued.

	City.	Expenditures.													Average expenses per capita.	
		Payment of indebtedness.		Tuition.		Incidental or contingent expenses.								Total expenditure.	Supervision and instruction, based on average daily attendance.	Incidental or contingent expenses, based on average daily attendance.
		Bonds (including interest).	Floating (including interest).	Cost of supervision.	Amount paid for teaching.	Officers of board, secretaries, messengers, &c.	Pay of janitors of buildings.	Fuel.	Rent.	Insurance.	Repairs.	School books supplied for use of pupils.	All other supplies and current expenses.			
	1	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121
1	Little Rock, Ark	....	$9,965	($17,308)		$1,836	....	....	....	....	....	....	....	$21,429	$15 33	$3 40
2	San Francisco, Cal	($68,385)		$62,000	$537,389	7,980	$35,634	$5,724	$7,134	....	$37,299	$4,258	$12,627	800,709	24 00	4 80
3	San José, Cal*	$0	0	1,200	27,700	....	3,120	983	276	$820	4,374	....	5,163	65,248	20 39	9 81
4	Stockton, Cal	0	0	0	28,920	1,500	3,135	899	....	453	1,368	15	830	38,044	....	....
5	Denver, Colo *a*	14,784	1,425	2,500	27,728	50	2,327	1,179	1,200	446	1,275	....	1,729	59,060	22 49	6 11
6	Bridgeport, Conn	....	....	2,200	42,950	50	2,100	2,119	210	....	3,313	752	1,917	62,336	....	....
7	Hartford, Conn	....	....	....	86,192	....	....	....	....	....	....	....	....	194,962	....	....
8	New Britain, Conn*	1,154	....	900	19,695	0	2,408	1,442	0	392	664	20	1,226	40,601	12 00	3 50
9	New Haven, Conn	....	....	....	132,983	5,750	8,300	3,517	2,050	28	17,057	547	6,567	206,436	18 41	5 84
10	New London, Conn	....	1,652	400	19,546	50	*b*1,678	718	25	360	728	190	945	26,547	14 64	....
11	Norwalk, Conn*	0	4,915	1,300	24,700	300	1,216	1,796	0	800	....	100	....	36,700	13 50	2 25
12	Wilmington, Del	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
13	Atlanta, Ga	....	....	2,000	28,788	100	1,350	711	221	355	1,231	....	906	35,662	12 78	2 02
14	Augusta, Ga	....	....	....	....	....	....	....	....	....	....	....	....	20,221	....	....
15	Columbus, Ga	....	416	1,800	6,917	....	175	290	....	172	146	1,083	134	11,933	9 62	2 21
16	Macon, Ga	....	2,149	1,600	7,646	....	105	262	178	....	133	....	264	12,337	12 51	1 26
17	Savannah, Ga	....	....	2,800	34,723	....	....	670	900	100	1,638	....	1,350	42,181	13 00	....
18	Alton, Ill	....	....	....	11,075	177	1,019	466	120	238	1,203	....	640	15,078	10 10	2 60
19	Belleville, Ill	7,502	....	1,700	21,672	....	1,353	321	286	80	826	252	1,051	35,043	13 02	2 22
20	Bloomington, Ill	26,425	....	....	26,509	....	2,216	1,467	....	778	2,276	....	4,374	65,539	11 57	3 97
21	Chicago, Ill	82,005	....	(451,053)		7,675	40,699	27,505	24,632	....	49,864	....	....	684,534	12 13	4 05
22	Decatur, Ill	8,000	....	2,000	15,385	....	1,515	790	0	0	1,313	....	771	29,910	13 10	3 31
23	Freeport, Ill	....	....	(14,988)		....	....	....	....	....	....	....	....	34,508	....	....
24	Galesburg, Ill	....	....	1,800	13,710	....	1,200	1,062	....	689	726	....	1,626	20,813	10 18	3 41
25	Jacksonville, Ill	4,163	18,100	1,800	17,070	400	1,047	671	....	470	1,220	853	....	48,536	....	....
26	Joliet, Ill	....	....	(16,330)		250	1,359	*b*1,005	....	....	1,600	....	....	20,650	10 88	2 80
27	Peoria, Ill	....	33,548	....	33,190	700	3,266	1,159	718	334	2,243	....	1,636	76,794	11 92	3 61
28	Quincy, Ill	8,000	1,126	1,573	27,326	526	1,721	1,887	290	889	471	250	2,697	54,323	....	....

29	Rockford, Ill			c2, 100		200	1, 500	2, 500	100		c1, 000			d43, 623		
30	Rock Island, Ill	1, 120		1, 800	17, 477		2, 407	804	100	650	698		377	25, 433	13 77	3 60
31	Springfield, Ill*			1, 600	24, 954	200	1, 895	649	0	391	1, 322		2, 740	33, 751	13 73	3 64
32	Fort Wayne, Ind			8, 000	37, 065	1, 450	3, 354	2, 518	42	234	1, 748		1, 639	71, 642	16 98	4 14
33	Indianapolis, Ind	16, 050		9, 280	121, 319	5, 498	8, 098	5, 504	3, 000	593	9, 018	857	7, 990	215, 410		
34	Jeffersonville, Ind	3, 396			12, 918	300	787	300		198	219		854	19, 126		
35	Lafayette, Ind															
36	Logansport, Ind	16, 831		2, 000	13, 539	300	1, 200	1, 435		200	220	100	667	41, 888	13 04	3 46
37	Madison, Ind*													15, 872		
38	Richmond, Ind	(254)		2, 000	20, 686	300	3, 667	850	695	163	1, 651	83	655	34, 158		
39	South Bend, Ind				11, 207	300	882			600		40	4, 064	17, 093		
40	Terre Haute, Ind	0	0	3, 100	41, 268	750	2, 990	1, 470	174	306	1, 051	400	2, 306	66, 440	16 39	3 49
41	Burlington, Iowa			2, 000	33, 450	400	3, 470	1, 614		403	373		1, 055	b50, 535	17 06	5 93
42	Council Bluffs, Iowa	6, 150		1, 800	15, 362	200	2, 075	648			1, 167		1, 834	30, 081	18 45	6 37
43	Davenport, Iowa			6, 600	49, 409	990	4, 629	2, 331			2, 651	16	1, 344	71, 500	17 65	3 65
44	Des Moines, west side, Ia	15, 344		1, 600	20, 795	150	1, 722	1, 338		420	1, 454		6, 361	49, 184	15 96	8 00
45	Dubuque, Iowa*				33, 230	1, 490		2, 551	60		1, 301		7, 355	45, 987		
46	Keokuk, Iowa				28, 089	300	1, 972	1, 476	63	350				35, 340		
47	Atchison, Kans			1, 200	9, 350	200	860	360		120	400		1, 000	13, 640		
48	Lawrence, Kans	3, 659	4, 176	1, 200	13, 435	671	1, 083	842		305	2, 815		1, 126	29, 474	12 09	5 65
49	Leavenworth, Kans*	20, 219			23, 881	500	1, 792	1, 002	350	638	681		870	53, 031	12 29	3 00
50	Covington, Ky				35, 600	600	2, 700	700	350	500	500	100	250	68, 800	14 70	2 28
51	Lexington, Ky													17, 967		
52	Louisville, Ky*			30, 100	166, 591	7, 127	e20, 736	f2, 862	1, 784		16, 022		27, 057	285, 302	16 46	6 32
53	Newport, Ky	3, 038	3, 000	1, 450	17, 273	542	2, 035	813		168	801		525	29, 645	9 40	
54	Paducah, Ky	0	0	750	7, 350	186	270	175	100	75	275	20	445	9, 646	12 51	2 38
55	New Orleans, La				206, 914	4, 946	18, 255	3, 733	19, 227		2, 639		3, 680	262, 948	13 50	3 00
56	Bangor, Me													41, 512		11 88
57	Biddeford, Me			650	16, 938		726	816			1, 069		672	21, 399		
58	Lewiston, Me			2, 000	24, 780		1, 663	2, 996			2, 665	2, 176	1, 730	38, 010	11 26	5 46
59	Portland, Me	0	0	2, 500	57, 985	500	2, 500	2, 754			401	2, 361	2, 476	76, 357	14 31	2 62
60	Baltimore, Md		18, 273	(449, 113)		8, 216	18, 000	13, 743	g29, 406		23, 966	31, 258	3, 314	699, 514		
61	Adams, Mass													h1, 148	(15 34)	
62	Boston, Mass*			24, 000	1, 228, 338	14, 466	75, 857	67, 850	15, 800		103, 572	44, 655	133, 948	2, 015, 580	25 94	10 21
63	Cambridge, Mass			2, 800	151, 574	5, 366	(i22, 972)					3, 000	2, 731	188, 564	20 95	4 86
64	Chicopee, Mass*															
65	Fall River, Mass*				82, 543		8, 573	6, 296	600			4, 371		107, 883	19 84	4 77
66	Fitchburg, Mass		0	1, 800	28, 250	0	2, 039	1, 639	j60	0	708	200	2, 812	37, 508	15 07	3 74
67	Haverhill, Mass*			350	42, 354	671	2, 896	3, 739	50		1, 242	160	3, 190	54, 652	19 89	5 40
68	Holyoke, Mass			1, 600	19, 242	633	1, 869					542	1, 903	26, 220	13 21	3 13
69	Lowell, Mass	0	0	2, 300	99, 152	200	7, 445	5, 048	117	0	5, 131	2, 601	10, 077	k407, 009		
70	Lynn, Mass	l9, 000		1, 316	68, 843	575	6, 214	3, 655	418	0	m5, 692	1, 100	4, 075	106, 652	15 91	4 92
71	Marlboro', Mass			400	15, 535		1, 029	969	300		979		740	20, 030	10 39	2 61
72	Milford, Mass															
73	New Bedford, Mass*			3, 000	60, 000	300	3, 000	2, 850	500		4, 000	2, 125	14, 500	182, 775	14 50	4 50

* From Report of the Commissioner of Education for 1876.

a The report here given is for the city of Denver, exclusive of East Denver; which latter division comprises about one-eighth of the city.

b Includes incidental expenses not specified.

c Estimated.

d Items not all reported, and an unexpended balance of $6,106 included.

e For German instruction.

f Cost of night schools.

g Includes ground rents.

h Incidental expenses only.

i Includes repairs.

j For evening school.

k Includes an expenditure for school-houses.

l Interest on bonds.

m Heating apparatus and repairs.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1877, &c.*—Continued.

	City.	Expenditures.													Average expenses per capita.	
		Payment of indebtedness.		Tuition.		Incidental or contingent expenses.										
		Bonds (including interest).	Floating (including interest).	Cost of supervision.	Amount paid for teaching.	Officers of board, secretaries, messengers, &c.	Pay of janitors of buildings.	Fuel.	Rent.	Insurance.	Repairs.	School books supplied for use of pupils.	All other supplies and current expenses.	Total expenditure.	Supervision and instruction, based on average daily attendance.	Incidental or contingent expenses, based on average daily attendance.
	1	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121
74	Newburyport, Mass*	....	....	....	$25, 960	$200	$650	$1, 600	$1, 000	$200	$2, 500	$60	$3, 280	$35, 450	$14 40	$2 41
75	Newton, Mass	....	....	$2, 700	62, 025	300	3, 885	3, 823	125	....	3, 511	2, 684	4, 403	83, 456	26 37	7 63
76	Pittsfield, Mass*	....	....	750	20, 460	....	691	2, 810	....	500	1, 000	288	760	45, 343	....	....
77	Salem, Mass*	$0	....	4, 748	58, 061	615	3, 119	4, 488	350	0	4, 923	2, 313	2, 676	82, 786	21 38	6 29
78	Springfield, Mass	....	....	3, 200	72, 138	....	5, 486	4, 097	....	....	2, 938	493	4, 077	92, 429	16 84	3 82
79	Taunton, Mass	600	$0	2, 000	36, 866	500	2, 215	2, 411	400	75	2, 156	400	2, 444	50, 067	14 25	3 95
80	Weymouth, Mass*	0	0	1, 581	20, 340	422	1, 526	1, 516	0	0	2, 172	34	495	40, 068	13 16	3 68
81	Woburn, Mass	....	....	1, 800	25, 315	....	1, 500	1, 700	....	....	1, 500	500	....	32, 315	....	....
82	Worcester, Mass	0	0	3, 273	114, 046	2, 556	5, 374	5, 146	1, 112	....	4, 465	1, 202	6, 019	145, 058	17 25	3 97
83	Adrian, Mich*	8, 666	7, 019	2, 000	11, 844	200	1, 032	....	....	....	....	....	2, 008	34, 112	14 79	2 14
84	Ann Arbor, Mich	5, 320	....	2, 000	16, 000	100	1, 048	1, 181	90	510	697	....	1, 237	31, 696	13 46	3 64
85	Bay City, Mich	(8, 000)		1, 800	17, 464	....	1, 850	....	....	....	1, 500	....	2, 458	33, 072	11 20	3 37
86	Detroit, Mich	....	....	(136, 395)		2, 042	11, 165	10, 424	184	34	15, 920	827	7, 775	213, 214	....	....
87	East Saginaw, Mich	3, 400	....	3, 500	22, 628	700	2, 590	2, 354	210	561	2, 257	100	1, 866	41, 060	11 07	5 41
88	Grand Rapids, Mich	9, 510	....	2, 250	42, 808	....	....	....	....	....	....	....	14, 138	72, 548	....	....
89	Saginaw, Mich	8, 450	....	2, 000	12, 619	200	1, 190	750	....	300	1, 285	50	1, 205	28, 374	13 62	4 64
90	Minneapolis, Minn *a*	10, 982	....	....	47, 785	....	3, 755	2, 367	940	651	3, 741	(2, 079)		106, 479	20 08	6 60
91	St. Paul, Minn	12, 025	....	....	42, 707	500	4, 000	3, 174	2, 175	744	611	....	504	*b*66, 440	14 55	1 24
92	Natchez, Miss*	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
93	Vicksburg, Miss	....	....	270	14, 240	....	550	300	225	275	600	25	155	17, 140	13 51	2 70
94	Hannibal, Mo	491	....	....	10, 665	300	525	553	118	288	1, 067	....	716	14, 947	8 21	2 74
95	Kansas City, Mo	26, 850	....	2, 000	38, 784	900	3, 041	1, 439	216	....	....	(*c*5, 366)		81, 186	16 12	4 33
96	St. Joseph, Mo	8, 879	216	2, 160	30, 312	....	3, 104	1, 321	2, 267	342	1, 093	(1, 379)		51, 073	13 43	3 93
97	St. Louis, Mo	46, 444	40, 000	(564, 478)		26, 598	48, 454	14, 429	3, 469	1, 490	28, 335	12, 294	48, 503	1, 007, 830	....	....
98	Omaha, Nebr	15, 000	....	4, 600	31, 907	500	3, 933	3, 815	....	112	856	....	2, 528	77, 035	19 15	4 96
99	Manchester, N. H	....	....	1, 231	38, 119	205	2, 322	3, 456	....	....	1, 105	744	2, 299	52, 155	16 30	4 19
100	Nashua, N. H	....	....	800	19, 449	....	1, 221	2, 995	....	460	1, 850	690	628	28, 093	13 22	5 12
101	Portsmouth, N. H	....	....	(19, 497)		50	865	1, 644	450	250	2, 040	242	443	25, 695	....	....

102	Camden, N. J*	15, 013	....	....	48, 053	1, 773	5, 610	....	150	1, 061	....	929	10, 923	86, 362	12 16	5 07
103	Elizabeth, N. J*	....	406	500	29, 635	322	2, 622	1, 263	1, 300	381	1, 284	3, 069	1, 203	41, 985	13 10	4 97
104	Jersey City, N. J	....	....	....	....	....	....	....	....	....	....	....	....	222, 550	....	....
105	Newark, N. J*	....	....	28, 600	131, 079	4, 175	10, 915	8, 922	726	1, 244	8, 303	8, 223	4, 845	208, 032	16 00	4 23
106	New Brunswick, N. J	6, 640	0	2, 500	19, 091	200	1, 700	965	175	169	429	525	714	40, 666	12 25	2 81
107	Orange, N. J	....	....	4, 065	14, 327	250	1, 037	666	490	....	1, 339	252	177	23, 091	17 77	4 07
108	Paterson, N. J	....	....	2, 167	49, 398	1, 208	4, 610	*d*2, 500	137	....	1, 058	1, 998	6, 253	75, 253	11 74	4 04
109	Trenton, N. J	....	....	2, 500	34, 463	125	1, 560	1, 271	598	....	1, 309	100	2, 536	44, 462	14 68	3 00
110	Auburn, N. Y	....	....	1, 500	24, 459	350	1, 200	1, 545	....	300	1, 079	120	1, 526	35, 951	13 36	3 15
111	Binghamton, N. Y*	....	....	1, 358	27, 436	700	2, 614	2, 091	....	671	529	45	2, 403	39, 770	12 35	2 40
112	Buffalo, N. Y*	....	....	....	....	....	7, 000	13, 000	2, 000	400	....	400	....	306, 000	23 40	....
113	Cohoes, N. Y	....	....	(23, 086)		600	1, 905	1, 745	600	364	4, 971	....	4, 046	38, 812	14 09	8 68
114	Elmira, N. Y	11, 080	....	1, 500	39, 870	1, 500	3, 167	2, 613	203	526	2, 455	85	1, 311	66, 296	13 89	3 98
115	Ithaca, N. Y	....	763	2, 000	15, 078	100	1, 026	795	....	269	1, 026	769	849	24, 520	14 17	4 01
116	Kingston, N. Y *e*	10, 058	....	1, 250	16, 132	170	1, 180	749	80	....	1, 932	....	27	32, 497	15 49	3 63
117	Lockport, N. Y	....	....	1, 125	22, 338	....	1, 208	1, 560	175	279	2, 092	40	1, 002	32, 012	12 57	3 05
118	Long Island City, N. Y	....	....	....	25, 252	500	2, 395	852	2, 498	(1, 725)		2, 413	602	*f*38, 831	13 45	5 73
119	Newburgh, N. Y	....	....	1, 500	27, 010	828	1, 389	1, 477	35	1, 177	1, 405	....	4, 121	51, 350	12 98	4 75
120	New York, N. Y	....	....	419, 073	1, 793, 614	76, 555	120, 353	52, 811	41, 736	....	154, 107	155, 222	*g*210, 661	3, 316, 889	20 81	7 63
121	Ogdensburg, N. Y	....	....	....	10, 035	0	747	836	....	300	784	120	1, 498	14, 440	....	....
122	Oswego, N. Y	....	....	....	33, 908	1, 615	3, 636	2, 222	202	1, 107	1, 319	1, 006	3, 513	50, 882	11 98	4 49
123	Poughkeepsie, N. Y	....	....	....	24, 620	1, 150	1, 904	1, 135	460	250	1, 948	....	2, 070	35, 236	11 62	4 49
124	Rochester, N. Y	....	....	....	117, 497	3, 750	6, 857	7, 105	676	177	5, 321	873	28, 303	201, 863	14 93	6 75
125	Rome, N. Y*	....	....	2, 000	12, 366	....	808	1, 055	....	45	539	....	245	22, 475	12 22	2 27
126	Saratoga Springs, N. Y	....	....	1, 200	17, 347	....	833	797	150	274	1, 441	100	460	34, 709	17 81	3 89
127	Schenectady, N. Y*	....	....	2, 000	14, 616	....	1, 167	1, 483	639	23	1, 958	152	1, 012	26, 092	10 62	4 13
128	Syracuse, N. Y	1, 017	....	....	82, 651	2, 322	5, 694	3, 675	117	1, 082	4, 647	1, 220	4, 505	*h*110, 616	11 38	3 20
129	Troy, N. Y*	....	....	....	76, 341	3, 500	6, 191	5, 158	2, 762	....	8, 256	(5, 173)		124, 698	13 94	5 67
130	Utica, N. Y	....	....	2, 500	47, 266	300	3, 250	1, 924	150	874	1, 761	340	....	60, 500	13 70	2 37
131	Watertown, N. Y*	....	3, 273	2, 100	17, 069	400	1, 247	1, 893	200	425	2, 850	200	526	31, 854	15 13	6 11
132	Yonkers, N. Y	....	....	....	43, 155	....	....	....	....	....	....	....	7, 731	....	....	....
133	Akron, Ohio	(42, 160)		3, 200	22, 963	150	1, 792	....	....	....	....	(*i*6, 188)		83, 173	12 56	2 96
134	Canton, Ohio	6, 350	....	1, 500	17, 389	150	2, 150	650	75	95	8, 580	5	731	41, 198	14 15	....
135	Chillicothe, Ohio	....	....	2, 050	20, 236	125	1, 535	594	....	215	370	98	1, 044	29, 946	16 00	88
136	Cincinnati, Ohio	....	....	47, 660	461, 648	10, 540	24, 479	13, 633	1, 911	112	22, 792	809	20, 363	673, 036	....	....
137	Cleveland, Ohio	....	....	12, 400	239, 587	*j*9, 826	16, 755	8, 835	759	4, 082	3, 808	454	26, 070	397, 782	16 63	4 66
138	Columbus, Ohio	11, 600	....	5, 000	88, 180	....	11, 718	2, 971	....	....	10, 088	170	1, 201	182, 005	17 24	4 84
139	Dayton, Ohio	9, 950	....	3, 000	81, 809	708	5, 574	2, 791	....	109	3, 654	159	4, 115	138, 556	20 91	4 24
140	Hamilton, Ohio	19, 705	....	2, 200	18, 101	375	1, 922	975	....	800	1, 500	200	895	48, 673	15 10	4 95
141	Mansfield, Ohio	7, 480	....	1, 800	13, 356	150	1, 050	600	....	200	300	25	1, 718	28, 385	11 65	3 10
142	Newark, Ohio	3, 177	....	1, 800	15, 428	....	....	....	....	....	....	....	*k*3, 605	33, 871	....	....
143	Portsmouth, Ohio	3, 541	....	1, 800	20, 225	125	1, 429	610	226	0	1, 063	....	575	29, 958	14 01	2 56
144	Sandusky, Ohio	2, 454	7, 466	2, 000	22, 677	....	....	....	....	....	....	....	*l*7, 515	58, 846	14 04	4 27
145	Springfield, Ohio	14, 013	....	1, 800	28, 472	....	....	....	....	....	....	....	*m*11, 061	62, 691	14 45	5 23
146	Steubenville, Ohio	11, 544	....	1, 600	18, 082	225	1, 000	626	0	75	767	0	1, 320	37, 665	11 24	2 68

* From Report of Commissioner of Education for 1876.

a West division.

b Expenditures as reported were $70,820, but the items given amount to $66,440 only.

c Includes repairs.

d For fuel, light, and water.

e The statistics are for the Kingston school district only.

f Includes an unexpended balance of $633.

g Including $103,000 to corporate schools.

h Includes $120, balance unused.

i Includes fuel, rent, insurance, and repairs.

j Includes salaries of librarians.

k For all incidental or contingent expenses exclusive of salaries.

l For all incidental or contingent expenses, including furniture and some permanent improvements.

m For all incidental or contingent expenses.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1877, &c.*—Continued.

	City.	Expenditures.													Average expenses per capita.	
		Payment of indebtedness.		Tuition.		Incidental or contingent expenses.										
		Bonds (including interest).	Floating (including interest).	Cost of supervision.	Amount paid for teaching.	Officers of board, secretaries, messengers, &c.	Pay of janitors of buildings.	Fuel.	Rent.	Insurance.	Repairs.	School books supplied for use of pupils.	All other supplies and current expenses.	Total expenditure.	Supervision and instruction, based on average daily attendance.	Incidental or contingent expenses, based on average daily attendance.
	1	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121
147	Toledo, Ohio	$47, 523	....	$2, 000	$69, 788	$1, 000	$4, 268	$6, 668	$532	$1, 346	....	$85	$5, 033	$142, 647	$16 12	$4 25
148	Zanesville, Ohio*	0	$0	4, 125	34, 125	0	2, 995	759	225	316	$1, 486	100	2, 864	52, 709	18 06	4 13
149	Portland, Oreg	0	0	1, 800	29, 130	0	1, 570	959	0	303	964	0	900	49, 440	....	....
150	Allegheny, Pa	121, 610	7, 683	....	103, 418	1, 293	8, 400	5, 799	....	1, 500	6, 275	....	1, 996	266, 204	13 00	3 14
151	Allentown, Pa	....	....	....	12, 841	....	....	....	....	....	....	....	....	....	....	....
152	Altoona, Pa	1, 006	....	1, 000	14, 328	125	1, 764	1, 009	332	268	443	....	1, 502	24, 181	7 57	2 68
153	Carbondale, Pa	....	800	300	6, 321	602	....	400	....	141	....	....	....	9, 743	5 79	1 23
154	Chester, Pa	2, 030	1, 907	375	19, 018	524	1, 507	909	172	....	....	....	862	29, 428	13 67	7 07
155	Danville, Pa*	7, 051	....	....	7, 347	155	28	648	....	132	343	200	760	16, 664	6 51	2 01
156	Easton, Pa	13, 279	....	1, 700	25, 222	1, 306	1, 670	915	300	468	2, 018	569	2, 051	55, 204	....	....
157	Erie, Pa*	15, 968	....	2, 200	31, 248	900	3, 153	3, 385	436	535	3, 027	270	2, 032	80, 599	12 73	5 22
158	Harrisburg, Pa	16, 840	15, 000	1, 500	50, 358	1, 725	3, 783	2, 027	990	520	2, 740	1, 453	2, 512	101, 057	15 77	4 79
159	Lancaster, Pa*	....	956	....	24, 637	1, 548	....	....	*a*1, 167	....	....	....	3, 914	71, 243	....	....
160	New Castle, Pa	....	....	1, 300	8, 398	100	752	625	75	....	134	....	3, 248	15, 258	9 33	4 74
161	Norristown, Pa	1, 506	2, 978	750	18, 769	225	1, 530	964	....	29	526	....	1, 513	28, 790	13 92	3 41
162	Philadelphia, Pa	....	....	....	1, 103, 500	6, 800	107, 487	42, 325	*b*67, 476	1, 776	40, 296	109, 999	131, 510	1, 611, 169	....	....
163	Pittsburgh, Pa*	21, 652	22, 281	60, 000	216, 776	5, 000	21, 000	7, 000	500	3, 720	13, 000	....	48, 000	433, 065	16 00	10 00
164	Pottsville, Pa*	(11, 268)		1, 800	23, 602	350	1, 827	934	359	329	4, 488	16	1, 015	68, 470	11 94	5 67
165	Reading, Pa*	43, 441	....	....	51, 529	1, 700	3, 498	2, 498	442	115	5, 699	1, 403	5, 578	119, 403	10 30	4 10
166	Scranton, Pa., 4th dist*	....	19, 105	....	29, 399	500	2, 714	910	535	180	....	....	7, 783	61, 126	14 16	6 07
167	Shenandoah, Pa	5, 645	....	1, 500	5, 372	350	536	238	160	139	228	....	679	15, 061	6 44	2 18
168	Titusville, Pa	8, 694	....	2, 200	14, 488	1, 100	1, 030	1, 317	....	....	1, 623	100	194	36, 264	13 94	4 77
169	Wilkes-Barre, Pa., 3d dist	3, 580	....	(18, 400)		250	1, 150	429	....	....	1, 029	1, 033	....	26, 808	14 90	6 80
170	Williamsport, Pa	19, 000	....	1, 200	23, 204	300	....	....	....	....	....	(*c*6, 793)		....	9 05	2 78
171	York, Pa	2, 814	....	....	17, 323	1, 101	....	11, 094	338	....	3, 507	....	1, 897	28, 074	....	....
172	Newport, R. I	....	....	2, 000	29, 365	112	2, 222	1, 413	75	....	3, 327	791	2, 062	62, 381	22 03	7 25
173	Providence, R. I	....	....	....	180, 124	3, 585	....	11, 761	2, 155	....	....	3, 266	....	....	....	....
174	Warwick, R. I	....	....	200	*d*11, 342	....	....	....	....	....	....	....	....	....	8 44	....
175	Woonsocket, R. I	4, 206	....	250	14, 069	75	(2, 239)		....	....	....	2, 139	1, 627	25, 424	....	5 30

176	Chattanooga, Tenn	(660)		1,800	10,619	120	411	273	307	123	212	...	473	15,884	12 27	2 55
177	Knoxville, Tenn	...	...	1,200	e10,091	...	...	237	27	f197	...	...	358	12,367	15 57	1 13
178	Memphis, Tenn	...	6,017	...	42,696	(5,310)		710	3,042	331	932	...	1,436	61,014	17 37	7 46
179	Nashville, Tenn	...	1,227	2,250	47,710	480	3,120	975	75	600	1,216	600	2,420	60,673	17 01	3 23
180	Houston, Tex	...	...	2,500	8,000	...	...	138	520	135	300	...	...	12,643	7 96	82
181	Burlington, Vt*	0	0	1,000	15,056	0	900	1,097	0	287	486	...	...	19,042	...	...
182	Rutland, Vt	...	...	...	7,411	200	423	380	...	239	576	229	173	9,706	...	...
183	Alexandria, Va	420	461	245	7,845	150	600	405	...	159	234	...	326	13,595	9 96	2 31
184	Lynchburg, Va	...	...	g700	12,213	252	385	502	564	131	191	48	424	15,430	16 72	3 17
185	Norfolk, Va	...	...	600	14,480	600	...	...	...	...	...	...	c1,978	17,658	13 89	2 37
186	Portsmouth, Va*	...	...	600	6,200	350	150	288	450	40	306	...	299	8,683	14 19	3 93
187	Richmond, Va	0	0	15,175	49,030	1,800	2,778	2,098	652	730	1,895	363	676	80,788	13 65	2 34
188	Wheeling, W. Va	14,630	...	3,025	38,739	520	1,752	2,055	200	566	3,219	...	3,138	67,844	12 28	3 36
189	Fond du Lac, Wis	0	...	...	19,850	0	...	...	...	...	...	...	c6,708	30,523	...	...
190	Janesville, Wis	...	...	750	12,690	250	1,700	...	...	...	...	...	1,097	24,445	10 00	2 43
191	La Crosse, Wis	...	...	h2,400	h17,148	...	h1,376	h865	h75	h277	h1,050	...	...	h34,732	...	...
192	Madison, Wis	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
193	Racine, Wis*	...	...	300	18,373	150	1,000	1,500	0	0	704	...	300	23,397	11 80	2 60
194	Georgetown, D. C*i* }	0	0	7,720	148,864	1,100	9,974	7,056	21,871	993	10,050	1,976	13,537	j333,766	15 26	6 49
195	Washington, D. C*i* }															

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* From Report of the Commissioner of Education for 1876.
a Includes repairs.
b Includes ground rents.
c Includes all other incidental or contingent expenses.
d Includes amount paid for fuel.
e Includes pay of janitors.
f For normal schools.
g The State pays the superintendent $285 additional.
h Receipts and expenditures to November, 1877.
i These statistics are for white schools only.
j Includes $107,274 for colored schools.

Cities containing 7,500 inhabitants and over from which no statistics have been received.

State.	City.	State.	City.	State.	City.
Alabama	Mobile.	Maryland	Frederick.*	New York	Hudson.
Do	Montgomery.	Massachusetts	Abington.*	Do	West Troy.
California	Los Angeles.	Do	Chelsea.	North Carolina	Raleigh.*
Do	Oakland.	Do	Gloucester.	Do	Wilmington.
Do	Sacramento.	Do	Lawrence.	Ohio	Youngstown.
Connecticut	Greenwich.*	Do	Malden.*	Pennsylvania	Corry.
Do	Meriden.*	Do	Marblehead.	South Carolina	Charleston.
Do	Norwich.*	Do	Waltham.	Do	Columbia.*
Do	Stamford.*	Michigan	Jackson.	Texas	Galveston.
Do	Waterbury.	Do	Kalamazoo.	Do	Jefferson.
Illinois	Aurora.	New Hampshire	Concord.	Do	San Antonio.
Do	Ottawa.	Do	Dover.	Virginia	Petersburg.
Indiana	Evansville.	New Jersey	Hackensack.	Wisconsin	Milwaukee.
Do	New Albany.	Do	Hoboken.	Do	Oshkosh.
Maine	Augusta.	New York	Albany.	Utah	Salt Lake City.*
Maryland	Cumberland.	Do	Brooklyn.		

* Has no city system.

TABLE III.—*Statistics of normal schools for 1877; from replies to inquiries by the United States Bureau of Education.*

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of organization.	Principal.	Appropriation for the last year.				Number of instructors.	Number of students.				
					State.	County.	City.	State appropriation per capita of pupils enrolled in the last school year.†		Total.	Normal.		Other.	
											Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	State Normal School	Florence, Ala	1873	Prof. S. P. Rice	$5,000	....	....	$92 62	4	137	28	26	66	17
2	Rust Normal Institute	Huntsville, Ala	1865	M. L. Raines	0	$0	$0	0	2	60	(60)		....	....
3	Lincoln Normal University	Marion, Ala	1870	G. N. Card	4,000	4,000	....	33 33	3	120	55	65	....	....
4	Emerson Institute	Mobile, Ala	1867	B. F. Koons	0	0	0	0	4	147	14	30	40	63
5	Normal department, Talladega College	Talladega, Ala	1870	Rev. Edward P. Lord, A. M.	0	0	0	....	10	227	42	25	100	60
6	Normal dep't, Ark. Industrial University	Fayetteville, Ark	1872	D. H. Hill, president	10,000	0	0	....	12	247	23	18	146	60
7	Branch Normal Col'ge, Ark. Indust. Univ'y	Pine Bluff, Ark	1875	Joseph C. Corbin	1,600	0	0	19 04	2	83	27	28	11	17
8	Normal dep't, Pine Bluff Graded School	Pine Bluff, Ark	1870	M. W. Martin	....	....	....	....	3	198	18	17	88	75
9	Pacific Kindergarten Normal School	Los Angeles, Cal	1876	Miss Emma Marwedel	....	....	....	....	....	4	....	4	....	....
10	California State Normal School	San José, Cal	1862	Charles H. Allen, A. M.	25,000	0	0	44 50	12	601	64	459	*a*12	*a*66
11	Connecticut State Normal School	New Britain, Conn	1850	Isaac Newton Carleton, A. M.	12,000	0	0	94 40	8	127	14	113	0	0
12	Normal department of Delaware College*	Newark, Del	1873	William H. Purnell, LL. D.	0	0	0	0	5	12	7	5	....	....
13	Delaware State Normal University*	Wilmington, Del	1866	John C. Harkness, A. M.	0	0	0	0	12	226	165	61	....	....
14	Normal department of Atlanta University*	Atlanta, Ga	1867	Edmund A. Ware, A. M.	8,000	0	0	40 00	....	130	50	80	....	....
15	Lewis High School	Macon, Ga	1867	M. O. Harrington, sup't	0	0	0	0	3	....	....	....	....	....
16	Haven Normal School	Waynesboro', Ga	1868	Rev. C. W. McMahon	....	....	....	....	4	125	45	37	24	19
17	German Evangelical Luth'n Normal School	Addison, Ill	1864	J. C. W. Lindemann	0	0	0	0	5	118	118	0	....	....
18	Southern Illinois Normal University	Carbondale, Ill	1874	Robert Allyn, D. D., LL. D.	15,600	0	0	34 36	11	454	170	138	92	54
19	Chicago High School, normal department*	Chicago, Ill	1856	Edward C. Delano	....	....	....	....	5	139	....	139	....	....
20	Northern Illinois Normal College (Rock River University). *b*	Dixon, Ill	....	A. M. Hansen	....	....	....	....	5	....	....	....	....	....
21	Normal and Business School	Dover, Ill	1876	W. J. Cook	0	0	0	0	7	112	61	51	....	....
22	Cook County Normal and Training School	Englewood, Ill	1868	James W. Larimore	....	12,000	....	*c*51 25	9	245	40	120	25	60
23	Northwest'n German-English Normal School	Galena, Ill	1868	B. F. Merten	0	0	0	0	4	100	51	18	27	4
24	Illinois State Normal University	Normal, Ill	1857	Edwin C. Hewett, A. M., president,	24,700	....	....	56 65	14	665	191	245	140	89

25	Peoria County Normal School	Peoria, Ill	1868	Samuel H. White	0	5, 300	0	0	5	119	29	90	0	0
26	Elkhart County Normal and Classical School	Goshen, Ind	1874	D. Moury and Isaac N. Failor	0	0	0	0	11	175	80	95	....	....
27	La Grange County Normal School	La Grange, Ind	1874	S. D. Crane	....	....	....	....	4	75	40	35	....	....
28	Normal department, Spiceland Academy	Spiceland, Ind	....	Clarkson Davis, A. M	0	0	0	0	8	451	42	63	207	139
29	Indiana State Normal School	Terre Haute, Ind	1870	William A. Jones, A. M	17, 000	....	....	60 00	8	282	136	146	0	0
30	Northern Indiana Normal School and Business Institute.	Valparaiso, Ind	1873	H. B. Brown	0	10, 000	12, 000	0	20	2, 555	1, 627	928	0	0
31	Iowa State Normal School	Cedar Falls, Iowa	1876	J. C. Gilchrist	7, 500	0	0	28 00	4	154	42	97	8	7
32	Eastern Iowa Normal School	Grandview, Iowa	1874	Edwin R. Eldridge	0	0	1, 400	0	11	150	60	60	25	5
33	Chair of didactics, Iowa State University	Iowa City, Iowa	1872	Rev. S. N. Fellows, D. D	....	....	....	....	1	22	13	9	....	....
34	Whittier College and Normal Institute	Salem, Iowa	1867	Lizzie L. Horney	0	0	0	0	4	83	15	19	22	27
35	State Normal School	Emporia, Kans	1860	Rev. Charles R. Pomeroy, D. D.	0	0	0	0	6	155	59	80	10	6
36	Leavenworth State Normal School of Kans.*	Leavenworth, Kans	1870	John Wherrell	2, 297	0	0	....	6	450	200	250	0	0
37	Normal department of Berea College	Berea, Ky	1858	Rev. B. S. Hunting, A. M	....	....	....	....	6	35	18	17	....	....
38	Kentucky Normal School	Carlisle, Ky	1873	T. C. H. Vance	0	0	0	0	4	148	35	43	37	33
39	Glasgow Normal School	Glasgow, Ky	1875	A. W. Mell	0	0	0	0	8	200	80	70	31	19
40	Louisville Training School*	Louisville, Ky	1871	Hiram Roberts	0	0	....	....	8	45	....	45	....	....
41	Normal School	Morgantown, Ky	1873	W. J. Finley	0	0	0	0	2	45	18	6	11	10
42	Normal department, Straight University	New Orleans, La	1870	J. K. Cole	....	....	....	....	7	242	....	....	....	....
43	Peabody Normal Seminary for Louisiana*	New Orleans, La. (247 St. Charles street).	1870	Robert M. Lusher, custos	0	0	0	0	5	95	0	45	0	50
44	Eastern State Normal School	Castine, Me	1867	Grenville T. Fletcher, A. M	6, 500	0	0	32 25	11	208	83	125	....	....
45	Western State Normal School	Farmington, Me	1864	Charles C. Rounds, M. S	7, 500	0	0	28 00	6	268	55	213	0	0
46	Normal department, Maine Central Inst'te.	Pittsfield, Me	1871	Cyrus Jordan	600	....	....	20 00	2	30	10	20	....	....
47	Oak Grove Seminary, normal department*	Vassalboro', Me	1857	G. C. Kilgore, (associate prin.)	600	0	0	3 00	5	90	40	50	....	....
48	Baltimore Normal School for the Education of Colored Teachers.	Baltimore, Md	1864	S. H. Gambell	2, 000	....	....	20 00	3	134	25	75	14	20
49	Maryland State Normal School	Baltimore, Md	1866	M. A. Newell	10, 500	0	0	47 73	12	220	23	197	0	0
50	Centenary Biblical Institute, normal dep't	Baltimore, Md. (44 Saratoga street).	1864	J. Emory Round	0	0	0	0	4	77	29	1	43	4
51	Boston Normal School	Boston, Mass	1852	Larkin Dunton	....	....	....	....	9	88	0	88	....	....
52	Kindergarten Normal Class*	Boston, Mass. (52 Chestnut street).	1873	Misses Mary J. Garland and R. J. Weston.	....	....	....	....	6	23	....	23	....	....
53	Massachusetts Normal Art School	Boston, Mass. (28 School street).	1873	Walter Smith, director	11, 000	0	0	50 00	12	218	69	149	0	0
54	State Normal School*	Bridgewater, Mass	1840	Albert G. Boyden, A. M	13, 000	....	....	62 00	9	210	55	155	....	....
55	State Normal School	Framingham, Mass	1839	Ellen Hyde	12, 000	....	....	75 00	10	150	....	150	....	....
56	State Normal School	Salem, Mass	1854	Daniel B. Hagar, PH. D	13, 900	....	....	44 23	13	312	....	312	....	....
57	Westfield State Normal School	Westfield, Mass	1839	Joseph G. Scott	13, 000	....	....	76 50	8	170	23	147	0	0
58	Massachusetts State Normal School	Worcester, Mass	1874	E. Harlow Russell	13, 000	....	....	....	7	112	3	109	0	0
59	Michigan State Normal School	Ypsilanti, Mich	1852	Rev. J. Estabrook, M. A	*d*47, 000	....	....	28 33	13	631	156	210	125	140
60	State Normal School at Mankato	Mankato, Minn	1868	Rev. David C. John, A. M	9, 000	....	....	29 41	7	246	81	162	....	3
61	State Normal School at St. Cloud	St. Cloud, Minn	1869	D. L. Kiehle, A. M	9, 000	....	....	40 00	8	209	92	48	44	25
62	State Normal School at Winona	Winona, Minn	1860	Charles A. Morey	12, 000	....	....	30 00	12	444	71	162	85	126
63	Mississippi State Normal School	Holly Springs, Miss	1870	W. B. Highgate, A. M	3, 000	0	0	33 70	3	89	60	29	0	0
64	Tougaloo University and Normal School	Tougaloo, Miss	1869	Rev. G. Stanley Pope	2, 500	0	0	10 77	8	*e*106	*e*70	*e*36	....	....
65	Southeast Missouri Normal School	Cape Girardeau, Mo	1874	C. H. Dutcher	7, 500	....	....	....	6	230	98	73	39	20
66	College of Normal Instruction	Columbia, Mo	1867	Erastus L. Ripley, A. B	13, 000	....	....	....	10	69	69	....	....	....

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* From Report of the Commissioner of Education for 1876.

† Exclusive of appropriations for permanent objects.

a These are preparatory.

b Suspended for the year 1877.

c County appropriation per capita.

d Includes $30,000 for new building.

e Includes students in intermediate department.

TABLE III.—*Statistics of normal schools for 1877, &c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of organization.	Principal.	Appropriation for the last year.				Number of instructors.	Number of students.				
											Normal.		Other.	
					State.	County.	City.	State appropriation per capita of pupils enrolled in the last school year.†		Total.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
67	Fruitland Normal Institute*	Jackson, Mo	1864	....	....	....	....	....	....	....	....	....	....	....
68	Lincoln Institute	Jefferson City, Mo	1866	Samuel T. Mitchell, A. B	$5,000	$0	$0	$40 99	6	122	69	53	....	....
69	North Missouri State Normal School	Kirksville, Mo	1867	J. Baldwin	10,000	0	0	17 00	9	592	388	204	0	0
70	Northwest Normal School	Oregon, Mo	1876	O. C. Hill, A. B	....	....	1,500	....	3	110	55	55	....	....
71	Kindergarten Normal Training School*	St. Louis, Mo	1873	Mrs. C. J. Hildreth	....	....	....	....	2	60	....	60	....	....
72	Normal School*	St. Louis, Mo	1857	Louis Soldan	....	....	....	....	13	300	0	300	0	0
73	Collegiate Institute	Sedalia, Mo	1876	J. B. Van Petten and E. R. Booth.	....	....	....	....	15	265	4	10	121	130
74	South Missouri State Normal School*	Warrensburg, Mo	1871	George L. Osborne	10,000	0	0	24 13	9	414	173	241	....	....
75	Nebraska State Normal School	Peru, Nebr	1867	Robert Curry, A. M., PH. D.	10,000	....	....	30 00	8	335	158	177	....	....
76	New Hampshire State Normal School	Plymouth, N. H	1870	Ambrose P. Kelsey, A. M.	5,000	0	775	....	5	142	14	83	28	17
77	New Jersey State Normal and Model School	Trenton, N. J	1855	Washington Hasbrouck, PH. D.	20,000	....	....	100 00	11	261	54	207	....	....
78	New York State Normal School	Albany, N. Y	....	Rev. Joseph Alden, D. D., LL. D.	18,000	....	....	....	13	544	(544)		....	....
79	State Normal School	Brockport, N. Y	1867	Charles D. McLean	23,000	....	....	19 14	18	950	113	245	(592)	
80	State Normal School	Buffalo, N. Y	1871	Henry B. Buckham, A. M	18,000	0	0	64 00	10	242	41	190	10	1
81	State Normal and Training School	Cortland, N. Y	1869	James H. Hoose, A. M., PH. D.	18,000	0	0	50 00	13	361	118	243	0	0
82	State Normal and Training School	Fredonia, N. Y	1868	Rev. John W. Armstrong, D. D.	....	0	0	....	15	710	60	166	229	255
83	State Normal School	Geneseo, N. Y	1871	W. J. Milne, A. M	18,000	0	0	58 00	16	a435	(308)		(127)	
84	Female Normal College	New York, N. Y	1870	Thomas Hunter, PH. D	0	0	95,000	0	35	1,586	....	1,586	0	0
85	Oswego State Normal and Training School	Oswego, N. Y	1861	Edward A. Sheldon, A. M	18,000	0	0	37 27	14	483	102	381	....	....
86	State Normal and Training School	Potsdam, N. Y	1869	Malcolm McVicar, PH. D	17,398	0	0	21 00	13	653	118	196	(339)	
87	Normal dep't, University of North Carolina	Chapel Hill, N. C	1877	Kemp P. Battle, A. M., pres't univ., John J. Ladd, prin.	2,000	....	....	8 51	19	235	82	71	46	36

88	State Colored Normal School	Fayetteville, N. C	1877	Robert Harris	2,000	0	0	20 00	3	71	46	25	0	0
89	Bennett Seminary	Greensboro', N. C	1874	Rev. Edward O. Thayer, B. A	......	......	......	......	2	75	28	22	11	14
90	Ray's Normal Institute*	Kernersville, N. C	1874	John S. Ray	......	......	......	......	3	42	34	4	2	2
91	Ellendale Teachers' Institute*	Little River P. O., N. C	1872	W. E. White	......	0	0	0	2	......	......	......	....	....
92	Shaw University	Raleigh, N. C	1866	H. M. Tupper, A. M	......	......	......	......	5	240	76	55	75	34
93	Tileston Normal School*	Wilmington, N. C	1872	Amy M. Bradley	......	......	......	......	5	185	......	5	66	114
94	Northwestern Ohio Normal School	Ada, Ohio	1871	H. S. Lehr, A. M	0	0	0	0	10	476	261	130	52	33
95	Cincinnati Normal School	Cincinnati, Ohio	1868	Andrew Knell	......	......	6,685	......	9	116	......	116	....	....
96	Cleveland City Normal School	Cleveland, Ohio	1874	Alexander Forbes	......	......	......	......	5	41	0	41	0	0
97	Dayton Normal and Training School	Dayton, Ohio	1869	Jane W. Blackwood	......	......	......	......	5	15	......	15	....	....
98	Hopedale Normal School*	Hopedale, Ohio	1852	W. Brinkerhoff, A. M	......	......	......	......	5	......	......	......	....	....
99	National Normal School	Lebanon, Ohio	1855	Alfred Holbrook	0	0	0	0	17	1,245	908	337	0	0
100	Western Reserve Normal School	Milan, Ohio	1832	Miss Delia Palmer	0	0	0	0	6	336	87	96	57	96
101	Normal department, Mount Union College*	Mount Union, Ohio	1846	James A. Brush, A. M	0	0	0	0	5	240	......	......	....	....
102	Orwell Normal Institute*	Orwell, Ohio	1865	H. W. Johnson	0	0	0	0	3	......	......	......	....	....
103	Southern Ohio Normal School*	Pleasantville, Ohio	1875	J. C. Harper	0	0	0	0	9	64	8	10	26	20
104	Sandusky Training School	Sandusky, Ohio	1874	Huldah Gazlay	......	......	600	......	1	4	......	4	....	....
105	Ohio Central Normal School	Worthington, Ohio	1871	John Ogden, M. A	0	0	0	0	6	204	101	89	6	8
106	Wilberforce University, normal dep't *b*	Xenia, Ohio	1873	Sarah C. Bierce	......	......	......	......	1	......	......	......	....	....
107	Ohio Free Normal School	Yellow Springs, Ohio	1876	J. B. Weston	0	0	0	0	4	58	18	40	....	....
108	Pennsylvania State Normal School, 6th dist.	Bloomsburg, Pa	1869	D. J. Waller, jr	10,000	0	0	(*c*)	10	......	......	......	....	....
109	Southwestern Normal College	California, Pa	1874	George P. Beard, A. M	25,000	0	0	(*c*)	17	294	112	116	26	40
110	Northwestern State Normal School	Edinboro', Pa	1861	J. A. Cooper, A. M	10,000	0	0	15 00	12	747	285	249	112	101
111	State Normal School at Indiana	Indiana, Pa	1875	David M. Sensenig, M. S	3,665	......	......	12 05	11	304	73	81	76	74
112	Keystone State Normal School	Kutztown, Pa	1866	Rev. Nathan C. Schaeffer	......	......	......	......	11	404	......	(404)		....
113	Central State Normal School	Lock Haven, Pa	1877	Albert N. Raub, A. M	10,000	......	......	......	9	......	......	......	....	....
114	Pennsylvania State Normal School, 5th dist.	Mansfield, Pa	1862	F. A. Allen	*d*20,000	0	0	(*c*)	8	268	100	105	38	25
115	Pennsylvania State Normal School, 2d dist	Millersville, Pa	1855	Edward Brooks, A. M., PH. D	6,500	......	......	......	24	681	443	238	....	....
116	Philadelphia Normal School for Girls	Philadelphia, Pa. (n. e. cor. 17th and Spring Garden streets).	1848	George W. Fetter	0	0	33,743	0	27	1,598	......	1,222	....	376
117	Riverview Normal and Classical Institute	Pittsburgh, Pa. (2 and 4 Sixth street).	1877	J. D. Kelly, A. M	0	0	0	0	6	88	26	45	10	7
118	Snyder County Normal Institute	Selin's Grove, Pa	1872	William Noetling, A. M	0	0	0	0	2	82	53	10	16	3
119	Cumberland Valley State Normal School	Shippensburg, Pa	1873	Rev. I. N. Hays, A. M	30,000	......	......	(*c*)	10	259	166	93	....	....
120	West Chester State Normal School	West Chester, Pa	1871	George L. Maris, A. M	11,132	......	......	21 00	13	257	95	108	34	20
121	Rhode Island State Normal School	Providence, R. I	1871	James C. Greenough, A. M	12,500	......	......	87 41	12	143	12	131	....	....
122	Avery Normal Institute	Charleston, S. C. (35 Bull street).	1865	Amos W. Farnham	0	0	0	0	9	315	42	45	104	124
123	South Normal School and Business Inst*	Jonesboro', Tenn	1876	Wise and Presnell	0	0	0	0	5	55	30	25	(*e*)	(*e*)
124	Freedmen's Normal Institute	Maryville, Tenn	1872	William P. Hastings	0	173	0	0	13	204	24	16	85	79
125	New Providence Inst. (Maryville College)*	Maryville, Tenn	1852	Frank M. Smith	......	......	......	......	4	12	2	10	....	....
126	Le Moyne Normal School	Memphis, Tenn	1871	A. J. Steele	0	0	0	0	9	295	75	90	60	70
127	Central Tennessee College, normal dep't	Nashville, Tenn	1866	Rev. J. Braden, A. M., pres't	0	0	0	0	4	227	38	34	90	65
128	Normal department of Fisk University	Nashville, Tenn	1866	A. K. Spence	0	0	0	0	....	299	178	121	0	0
129	State Normal College, Univ'ty of Nashville	Nashville, Tenn	1875	Eben S. Stearns, D. D., pres't	0	0	0	0	8	84	23	61	0	0
130	McNairy County Normal School, Purdy College.	Purdy, Tenn	1877	J. J. Taylor	......	......	......	......	3	104	10	4	50	40
131	Castleton State Normal School	Castleton, Vt	1869	Walter E. Howard	1,118	......	......	......	5	......	......	......	....	....

* From Report of the Commissioner of Education for 1876.

† Exclusive of appropriations for permanent objects.

a Also 346 in a school of practice.

b The normal department was temporarily suspended.

c The State pays 50 cents a week for teachers.

d Provided the school raises $4,000.

e See academic department, Table VI.

TABLE III.—*Statistics of normal schools for* 1877, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of organization.	Principal.	Appropriation for the last year.				Number of instructors.	Number of students.				
					State.	County.	City.	State appropriation per capita of pupils enrolled in the last school year.†		Total.	Normal.		Other.	
											Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
132	Johnson State Normal School	Johnson, Vt	1867	William C. Crippen	$2, 372	$0	$0	$19 76	11	128	50	70	5	3
133	State Normal School	Randolph, Vt	1867	Abel E. Leavenworth, A. M	2, 644	0	0	11 50	8	280	91	139	25	25
134	Valley Normal School	Bridgewater, Va	1874	A. L. Funk	....	*a*1, 000	....	....	12	208	56	41	59	52
135	Hampton Normal and Agricultural Institute	Hampton, Va	1868	Samuel C. Armstrong	....	....	....	....	14	274	169	105	0	0
136	Richmond Normal School	Richmond, Va	1867	R. M. Manly, A. M	0	0	....	....	6	232	46	93	31	62
137	Concord State Normal School	Concord Church, W. Va	1875	James H. French	2, 000	0	0	(*b*)	3	76	39	18	15	4
138	Fairmont State Normal School	Fairmont, W. Va	1868	J. G. Blair, LL. D	2, 000	....	....	13 50	8	221	84	61	48	28
139	State Normal School at Glenville	Glenville, W. Va	1873	T. Marcellus Marshall	650	....	....	10 00	3	71	23	15	23	10
140	Storer Normal School	Harper's Ferry, W. Va	1867	Rev. N. C. Brackett, A. M	....	....	....	....	5	136	74	62	....	....
141	Marshall College, State Normal School	Huntington, W. Va	1866	A. D. Chesterman, A. M	2, 000	....	....	20 00	5	229	38	54	61	76
142	Shepherd College	Shepherdstown, W. Va	1873	Joseph McMurran, A. M	2, 000	0	0	19 60	4	102	23	33	36	10
143	West Liberty State Normal School	West Liberty, W. Va	1871	J. C. Gwynn	2, 000	....	....	....	5	53	24	20	3	6
144	Oshkosh State Normal School	Oshkosh, Wis	1871	George S. Albee, president	13, 621	....	....	24 58	14	524	179	195	73	77
145	Wisconsin State Normal School	Platteville, Wis	1866	Edwin A. Charlton, A. M	17, 115	0	0	....	11	449	99	125	114	111
146	River Falls State Normal School	River Falls, Wis	1875	W. D. Parker	16, 002	0	0	36 40	9	344	30	50	94	170
147	Catholic Normal School of the Holy Family	St. Francis, Wis	1871	Rev. Theo. Bruener	....	....	....	....	6	89	50	....	39	....
148	State Normal School	Whitewater, Wis	1868	Wm. F. Phelps, A. M., pres't	21, 000	0	0	31 00	13	474	133	210	71	60
149	Miner Normal School	Washington, D. C. (1613 P street).	1876	Mary B. Smith	0	0	0	0	2	27	4	5	4	14
150	Normal department of Howard University	Washington, D. C	1867	Thomas Robinson	0	0	0	0	3	74	7	7	38	22
151	Washington Normal School	Washington, D. C	1873	Miss Lucilla E. Smith	0	0	2, 000	0	3	20	0	20	0	0
152	Normal dep't of the University of Deseret	Salt Lake City, Utah	1875	John R. Park, M. D	2, 000	0	0	....	3	47	28	19	....	....

† Exclusive of appropriations for permanent objects.

a This includes $400 from the Peabody fund.

b $3.50 per month for each State student in actual attendance.

TABLE III.—*Statistics of normal schools for* 1877, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Graduates in the last year.		Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Number of educational journals and magazines taken.	Annual charge to each student for tuition.	Is drawing taught?	Has the school a collection of models, casts, apparatus, and examples for free hand drawing?	Is music taught?		School possesses a chemical laboratory?	School possesses a philosophical cabinet and apparatus?	School possesses a museum of natural history?	School possesses a gymnasium?	Model school attached to the institution?	Students receive diplomas on completion of course?	Graduates teach in State common schools without further examination?	Time of anniversary.
		Whole number.	Number who have engaged in teaching.			Number of volumes.	Increase in the last school year.	Number of volumes of pedagogical works.					Vocal.	Instrumental.								
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
1	State Normal School	4	2	3	40	1,500	....	....	....	*a*$20–30	0	0	0	0	×	×	0	0	×	×	×	June 21.
2	Rust Normal Institute	0	....	....	34	230	....	10	....	(*b*)	0	0	0	0	0	0	0	0	0	....	....	
3	Lincoln Normal University	....	....	8	40	....	....	....	....	....	×	0	×	×	×	×	0	0	0	×	×	June 25.
4	Emerson Institute	0	0	3	36	125	0	4	4	10	×	0	×	×	0	0	0	0	0	×	0	June 6.
5	Normal department, Talladega College	....	....	6	36	500	....	....	....	11¼	0	0	×	×	0	×	0	0	×	×	0	June, 2d Thurs.
6	Normal department, Ark. Indust'l University	5	3	4	41	700	160	20	2	0	×	×	×	×	×	×	0	0	×	×	0	June 14.
7	Branch Normal College, Ark. Indust'l Univ'y	0	0	4	40	20	6	20	7	*c*5	×	×	×	×	×	×	0	0	×	×	0	June 14.
8	Normal department, Pine Bluff Graded School	9	9	....	40	0	0	....	....	*d*10	×	0	×	×	0	0	0	0	×	0	0	July 20.
9	Pacific Kindergarten Normal School	....	3	....	....	....	....	....	....	100	×	....	×	....	....	....	×	....	×	×	....	
10	California State Normal School	*e*81	51	3	40	1,075	....	135	4	0	×	×	×	0	×	×	×	0	×	×	×	May 23.
11	Connecticut State Normal School	36	26	2	39	1,200	....	....	2	0	×	×	×	0	×	×	....	0	0	×	0	June, last week.
12	Normal department of Delaware College*	4	1	3	39	....	....	....	6	0	0	0	0	0	×	×	×	0	0	×	0	June, 3d Wed.
13	Delaware State Normal University*	....	15	3	37	650	....	50	14	46	×	×	×	×	0	0	0	0	×	×	0	May, last Friday.
14	Normal department of Atlanta University*	4	4	4	40	0	0	0	1	18	0	0	×	×	0	×	0	0	0	×	0	June 21.
15	Lewis High School	....	....	2	36	0	0	0	....	9	×	0	×	×	0	0	0	0	×	×	0	June.
16	Haven Normal School	....	....	3	35	....	....	....	....	8	0	....	×	0	....	....	....	....	×	×	0	February 7.
17	German Evangelical Lutheran Normal School	19	19	5	40	500	....	....	....	0	×	×	×	×	0	×	×	0	0	×	0	June 30.
18	Southern Illinois Normal University	4	4	4	39	3,150	675	350	10	*f*12–18	×	×	×	0	×	×	×	0	×	×	0	June, 2d Thurs.
19	Chicago High School, normal department*	35	35	2	40	100	....	18	....	....	×	0	×	0	0	0	0	0	×	×	0	June.
20	Northern Illinois Normal College (Rock River University). *g*	....	....	4	44	1,200	300	....	....	36	×	....	×	×	....	×	....	....	×	×	0	
21	Normal and Business School	0	....	3	37	400	....	....	4	26–30	....	....	....	×	....	×	....	....	....	×	....	

*From Report of the Commissioner of Education for 1876. *a* Tuition is free for normal students. *b* Incidental fee of 50 cents per month. *c* Matriculation fee. *d* To non-residents. *e* 28 are graduates in a 2 years' course only; 14 of these are included in the number who have engaged in teaching. *f* Only an incidental expense of $6 a year to each student agreeing to teach in the State. *g* Suspended for the year 1877.

TABLE III.—*Statistics of normal schools for 1877, &c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Graduates in the last year.		Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Number of educational journals and magazines taken.	Annual charge to each student for tuition.	Is drawing taught?	Has the school a collection of models, casts, apparatus, and examples for free hand drawing?	Is music taught?		School possesses a chemical laboratory?	School possesses a philosophical cabinet and apparatus?	School possesses a museum of natural history?	School possesses a gymnasium?	Model school attached to the institution?	Students receive diplomas on completion of course?	Graduates teach in State common schools without further examination?	Time of anniversary.
		Whole number.	Number who have engaged in teaching.			Number of volumes.	Increase in the last school year.	Number of volumes of pedagogical works.					Vocal.	Instrumental.								
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
22	Cook County Normal and Training School	25	4	3	40	300	10	50	2	*a*$30	×	×	×	×	×	×	×	0	×	×	*b* ×	June 28.
23	Northwestern German-English Normal School.	7	4	3	40	....	....	....	....	32	×	0	×	×	×	×	0	0	0	×	0	June.
24	Illinois State Normal University	20	12	3	39	1, 200	200	....	....	(*c*)	×	×	×	....	×	×	×	×	×	×	0	June 20.
25	Peoria County Normal School	12	9	2	40	593	60	100	....	*a*30	0	0	×	0	0	×	×	0	×	×	×	June 15.
26	Elkhart County Normal and Classical School	5	5	4	36	0	0	0	150	....	×	0	×	×	0	0	0	0	0	×	0	
27	La Grange County Normal School	....	....	....	12	....	....	....	3	8	×	0	×	×	0	0	0	0	×	×	0	
28	Normal department, Spiceland Academy	0	....	3	33	2, 000	0	150	10	34	×	0	×	0	×	×	....	0	×	×	0	
29	Indiana State Normal School	8	8	2⅔	39	1, 700	....	100	1	....	×	0	×	0	×	×	×	0	×	*d* ×	0	June 19-
30	Northern Indiana Normal School and Business Institute.	47	35	4	50	2, 500	500	298	24	32	×	×	×	×	×	×	×	0	0	×	0	Aug. 8.
31	Iowa State Normal School	4	4	4	40	800	....	100	6	0	×	0	×	×	0	0	0	0	0	×	0	June 27.
32	Eastern Iowa Normal School	11	11	4	37	550	50	45	2	30	×	×	×	×	×	×	×	0	×	×	0	June 7.
33	Chair of didactics, Iowa State University	4	4	....	37	*e*9, 000	....	300	6	0	×	0	0	0	×	×	×	0	0	×	0	June 20.
34	Whittier College and Normal Institute	0	0	4	42	800	40	0	5	31½–36	0	0	0	0	×	....	....	0	0	×	0	Aug., last Thurs.
35	State Normal School	5	3	2, 4	36	400	0	30	6	21	×	×	×	0	×	×	0	×	0	×	×	June 15.
36	Leavenworth State Normal School of Kansas*	13	13	2	40	40	....	....	5	0	×	0	0	0	×	×	×	0	×	×	×	June.
37	Normal department of Berea College	0	....	2	40	0	0	0	....	9	0	0	×	×	×	×	×	0	0	×	0	July 3.
38	Kentucky Normal School	10	9	3	46	500	0	10	20	40	0	0	×	×	0	0	0	0	×	×	×	Sept., 1st Mon.
39	Glasgow Normal School	7	5	3	48	1, 500	500	100	4	48	×	0	×	×	×	×	0	0	×	×	×	Aug. 1, 2, and 3.
40	Louisville Training School*	22	14	1	42	150	....	15	5	55	×	0	×	0	×	×	0	0	×	×	×	June, last week.
41	Normal School	....	11	....	40	....	....	....	....	*f* 10–20	0	0	×	×	0	0	0	0	0	0	....	
42	Normal department, Straight University	2	....	4	32	*g*200	200	....	....	(*h*)	0	0	×	×	0	0	0	0	0	×	0	June 1.
43	Peabody Normal Seminary for Louisiana*	30	18	3	40	70	5	35	1	(*i*)	×	0	×	0	0	0	0	0	×	×	0	June.
44	Eastern State Normal School	35	35	2	38	600	25	100	2	*j*4½	×	×	×	0	×	×	×	×	×	×	0	June, 2d week.
45	Western State Normal School	34	27	2	38	1, 250	....	100	2	0	×	×	×	0	×	×	0	0	0	×	0	July, 1st Thurs.

46	Normal department, Maine Central Institute	1	1	2	40	....	....	....	....	22	×	....	×	×	×	×	×	....	0	×	0	June 20.
47	Oak Grove Seminary, normal department*	0	0	4	33	....	0	0	0	18	×	0	0	0	0	×	0	0	0	×	0	May 10.
48	Baltimore Normal School for the Education of Colored Teachers.	6	4	4	42	1,000	....	....	....	1	×	0	×	×	0	0	0	×	×	×	0	May.
49	Maryland State Normal School	36	33	3	39	1,775	25	91	10	*k*50	×	×	×	×	×	×	....	×	×	×	×	May, last week.
50	Centenary Biblical Institute, normal departm't	3	2	6	42	....	....	....	....	15	0	0	×	0	0	0	0	0	0	×	0	May 21.
51	Boston Normal School	65	....	1	40	....	....	....	....	0	×	×	×	0	....	....	....	....	×	×	*l* ×	June, last week.
52	Kindergarten Normal Class*	23	18	1	30	....	....	....	....	100	....	....	....	....	....	....	....	....	....	×	....	May or June.
53	Massachusetts Normal Art School	1	1	4	35	70	20	0	1	*m*100	×	×	0	0	0	0	0	0	0	×	×	June, 1st week.
54	State Normal School*	49	46	2, 4	40	2,000	....	180	4	0	×	×	×	0	×	×	×	×	0	×	0	June 29.
55	State Normal School	40	33	2	40	1,300	100	100	....	....	×	×	×	0	×	×	0	0	×	×	0	June 26.
56	State Normal School	65	....	2, 4	40	8,500	....	....	....	0	×	×	×	0	×	×	×	0	×	×	0	Jan. and June.
57	Westfield State Normal School	53	45	2, 4	40	1,000	100	....	5	*n*30	×	×	×	0	×	×	×	0	×	×	0	June 27.
58	Massachusetts State Normal School	44	38	2	40	1,022	....	....	4	0	×	×	×	0	×	×	×	0	0	×	0	July 10.
59	Michigan State Normal School	77	67	3, 4	40	1,600	70	200	2	10	×	0	×	0	×	×	×	0	×	×	×	June, last week.
60	State Normal School at Mankato	23	23	2, 3	36	250	....	15	1	*o*16	×	×	×	0	×	×	0	0	×	×	0	May.
61	State Normal School at St. Cloud	15	14	2, 3	36	400	120	75	6	....	×	0	×	0	×	0	0	×	×	×	0	May 2.
62	State Normal School at Winona	42	34	5	36	1,000	300	200	6	0	×	×	×	0	×	×	×	×	×	×	0	May 8.
63	Mississippi State Normal School	0	....	4	40	250	30	2	2	*p*0	×	0	×	×	0	0	0	0	×	×	0	June, 1st Wed.
64	Tougaloo University and Normal School	0	0	4	36	....	0	12	1	9	0	0	×	×	×	×	0	0	×	×	....	June.
65	Southeast Missouri Normal School	*q*1	*q*1	4	40	1,300	....	20	0	0	×	0	×	0	×	×	×	0	×	×	0	June 27.
66	College of Normal Instruction	7	....	4	40	10,000	....	....	8	20	×	....	×	0	×	×	0	0	0	×	0	June.
67	Fruitland Normal Institute*	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	
68	Lincoln Institute	11	7	4	36	800	50	12	4	0	×	×	×	×	0	0	0	0	×	×	0	June, 2d Friday.
69	North Missouri State Normal School	39	33	4	40	....	1,400	250	10	0	×	×	×	×	×	×	×	0	0	×	0	June, 3d week.
70	Northwest Normal School	....	....	4	40	....	....	....	2	30	×	0	×	×	0	0	0	0	×	×	×	June.
71	Kindergarten Normal Training School*	24	22	2	40	....	....	....	....	....	×	....	....	....	....	....	....	....	....	×	....	
72	Normal School*	82	59	2½	40	228	....	10	2	....	×	×	×	0	0	×	×	0	×	×	*r* ×	
73	Collegiate Institute	7	2	5	39	1,295	7	41	8	25–36	×	0	×	×	×	0	×	0	0	×	0	June 7.
74	South Missouri State Normal School*	27	15	4	40	600	40	....	5	0	×	....	×	0	×	×	×	0	0	×	0	June.
75	Nebraska State Normal School	9	9	5	40	1,800	500	98	22	....	×	×	×	×	×	×	×	×	×	×	×	June.
76	New Hampshire State Normal School	43	37	2	30	....	12	....	0	0	×	0	0	0	0	×	0	0	×	×	×	May 8.
77	New Jersey State Normal and Model School	37	30	3	40	500	....	15	5	0	×	×	×	×	×	×	×	×	×	×	×	June, last Thurs.
78	New York State Normal School	65	....	....	40	....	....	....	....	0	×	....	×	0	×	×	....	....	×	×	×	July 1.
79	State Normal School	13	7	2, 3, 4	40	....	....	....	0	*s*0	×	....	×	×	×	×	×	0	×	×	×	
80	State Normal School	34	20	3, 4	40	314	50	25	10	0	×	×	×	0	×	×	×	....	×	×	×	June, last week.
81	State Normal and Training School	18	....	2, 3, 4	40	1,220	....	90	7	0	×	0	×	....	×	×	×	×	×	×	×	Jan. and July.
82	State Normal and Training School	27	19	4	40	1,849	44	12	0	0	×	0	×	0	×	×	×	×	×	×	×	July 2.
83	State Normal School	26	22	2, 3, 4	40	....	....	....	....	0	×	×	×	×	×	×	×	×	×	×	×	June, 3d Tues.
84	Female Normal College	222	150	3	40	0	0	20	5	0	×	×	×	0	×	×	×	×	×	×	*r* ×	June, last Thurs.
85	Oswego State Normal and Training School	64	....	2, 3, 4	40	400	100	20	0	0	×	×	×	0	×	×	×	×	×	×	×	Jan. and June.
86	State Normal and Training School	23	23	4	40	2,035	152	50	20	24–28	×	×	×	....	×	×	0	×	×	×	×	June, last week.
87	Normal department, University of N. Carolina	....	....	....	6	20,000	....	....	....	0	0	0	×	0	×	×	×	0	0	×	0	August.
88	State Colored Normal School	0	0	3	32	80	....	25	1	0	×	0	×	0	0	0	0	0	×	×	0	May 1.
89	Bennett Seminary	0	0	4	36	800	....	....	....	3	0	0	×	×	0	0	0	0	0	×	0	June, 1st Wed.
90	Ray's Normal Institute*	6	6	2	28	....	....	....	15	28	....	....	×	×	....	×	....	....	....	×	×	Oct., last Wed.

* From Report of the Commissioner of Education for 1876. *a* To non-residents. *b* In schools of the county. *c* Free to those who teach in the State. *d* After 2 years of successful teaching. *e* University library. *f* For five months. *g* Library destroyed by fire during the year. *h* $1 per month. *i* Free to normal students; $20 to preparatory students. *j* Incidental expenses. *k* Tuition and books free to 200 students. *l* In schools of Boston. *m* To non-residents; an incidental fee of $20 a year to residents. *n* To those not expecting to teach in Massachusetts. *o* Tuition is free to normal students. *p* To residents. *q* Eleven received certificates; of these, three are teaching. *r* In schools of the city. *s* Academic department, $32–$48.

TABLE III.—*Statistics of normal schools for 1877, &c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Graduates in the last year.		Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Number of educational journals and magazines taken.	Annual charge to each student for tuition.	Is drawing taught?	Has the school a collection of models, casts, apparatus, and examples for free hand drawing?	Is music taught?		School possesses a chemical laboratory?	School possesses a philosophical cabinet and apparatus?	School possesses a museum of natural history?	School possesses a gymnasium?	Model school attached to the institution?	Students receive diplomas on completion of course?	Graduates teach in State common schools without further examination?	Time of anniversary.
		Whole number.	Number who have engaged in teaching.			Number of volumes.	Increase in the last school year.	Number of volumes of pedagogical works.					Vocal.	Instrumental.								
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
91	Ellendale Teachers' Institute*	....	....	....	....	....	....	....	3	....	....	....	....	....	....	....	....	....	....	....	....	August.
92	Shaw University	....	....	3	32	2,000	....	....	4	$12	×	0	×	×	0	0	0	0	×	×	0	May, last Wed.
93	Tileston Normal School*	0	....	8	38	200	....	....	....	....	×	....	×	....	0	0	×	....	....	×	....	January 9.
94	Northwestern Ohio Normal School	9	9	3	46	1,400	320	42	4	37–50	×	0	×	×	×	×	×	×	×	×	0	June, 2d Friday.
95	Cincinnati Normal School	71	32	1, 2	44	85	0	4	4	0	×	×	×	0	0	0	0	0	×	×	0	June, last week.
96	Cleveland City Normal School	22	22	2	40	160	0	160	0	*a*20	×	×	×	0	0	0	0	0	×	×	0	June, last week.
97	Dayton Normal and Training School	10	2	1	40	125	50	25	2	0	0	0	×	....	0	0	0	0	×	×	*b* ×	
98	Hopedale Normal School*	3	....	4, 6	40	1,800	....	....	....	160	0	....	0	×	0	0	0	×	0	×	0	
99	National Normal School	70	70	2½	46	4,000	....	140	6	36–46	×	×	×	×	×	×	×	×	0	×	0	July 18 and 19.
100	Western Reserve Normal School	0	0	4	42	....	....	....	....	32	×	0	×	×	×	×	0	0	0	0	0	June 17.
101	Normal department, Mount Union College*	....	....	3	44	....	....	....	....	30–52	×	×	×	×	×	×	×	0	0	×	0	July 26.
102	Orwell Normal Institute*	....	....	3	41	300	....	....	....	21–30	×	....	×	×	×	×	....	....	....	×	0	June 21.
103	Southern Ohio Normal School*	6	....	4	38	200	....	....	....	30	0	0	×	×	×	×	0	0	0	×	0	June 15.
104	Sandusky Training School	4	....	2	40	....	....	....	....	0	×	×	....	....	....	....	....	....	×	×	....	June, last week.
105	Ohio Central Normal School	14	12	1, 2, 3	45	650	50	150	10	20–40	×	×	×	×	×	×	0	×	×	×	0	July 25 and 26.
106	Wilberforce University, normal department *c*	0	0	3	42	....	....	....	....	4¾	×	×	×	×	0	0	0	0	×	×	0	June, 3d Thurs.
107	Ohio Free Normal School	12	5	2	38	5,000	....	....	....	*d*15	×	0	0	0	×	×	×	×	0	×	0	June 19.
108	Pennsylvania State Normal School, 6th district	11	9	2	42	650	....	14	3	42	×	0	×	×	×	×	0	×	×	×	×	February 22.
109	Southwestern Normal College	9	9	2	42	....	0	0	0	42	×	0	×	×	×	×	0	×	×	×	×	July 19.
110	Northwestern State Normal School	17	16	2	42	3,100	600	550	25	42	×	×	×	×	0	×	0	0	×	*e* ×	×	June, last Thurs.
111	State Normal School at Indiana	7	6	6	42	224	147	15	10	60	×	0	×	×	×	×	0	×	×	*e* ×	×	July 26.
112	Keystone State Normal School	32	31	2, 3	42	....	....	....	....	....	×	0	×	×	×	×	0	0	×	×	×	June 21.
113	Central State Normal School	....	....	2, 4, 6	42	....	....	....	....	50	×	0	×	×	0	×	×	0	×	×	×	July 11.
114	Pennsylvania State Normal School, 5th district	26	....	3	42	400	20	....	5	36	×	0	×	×	×	×	0	0	×	×	×	June 27.
115	Pennsylvania State Normal School, 2d district	34	....	2–6	42	4,000	200	100	....	55	×	×	×	×	×	×	×	0	×	×	×	July.
116	Philadelphia Normal School for Girls	170	135	4	40	606	106	25	4	0	×	×	×	0	×	×	0	×	×	×	*b* ×	June 25.

117	Riverview Normal and Classical Institute	0	0	3	40	150	0	....	3	65	×	0	0	×	0	0	0	0	0	×	0	September.
118	Snyder County Normal Institute	0	.....	2	42	500	......	10	6	42	×	0	×	0	0	0	0	0	0	×	0	
119	Cumberland Valley State Normal School	24	23	4	42	800	50	25	1	63	×	×	×	×	×	×	×	....	×	×	×	July 5.
120	West Chester State Normal School	20	19	3	42	....	90	....	5	65	×	×	×	×	×	×	×	0	×	×	×	June, last Thurs.
121	Rhode Island State Normal School	21	14	2	42	1, 025	25	100	1	....	×	×	×	....	0	×	×	0	0	×	0	June, last Frid'y.
122	Avery Normal Institute	22	6	4	39	500	0	20	2	9	×	0	×	0	0	×	0	0	0	×	0	
123	South Normal School and Business Institute*	.....	.....	4	40	....	......	300	12	40	×	0	×	×	0	0	0	0	×	×	0	June, last week.
124	Freedmen's Normal Institute	11	9	3	41	1, 250	450	20	16	5	0	0	×	×	0	0	0	0	×	×	0	June 14.
125	New Providence Institute (Maryville College)*	.....	.....	......	....	....	......	....	....	40	....	......	×	×	....	....	....	....	....	....	......	May, last Thurs.
126	Le Moyne Normal School	6	5	4	38	200	75	30	3	14	×	0	×	×	0	×	×	0	×	×	0	June 21.
127	Central Tennessee College, normal department	6	6	2	36	1, 200	......	....	1	9	×	0	×	×	×	×	0	0	0	×	0	May 16.
128	Normal Department of Fisk University	4	4	5, 7	36	1, 500	......	....	....	10	0	0	×	×	×	×	×	0	×	×	0	May, last Wed.
129	State Normal College, University of Nashville	8	8	3	39	10, 000	......	....	....	0	×	×	×	0	×	×	×	0	×	×	×	May, last Wed.
130	McNairy County Normal School, Purdy College	.....	.....	3	40	....	......	....	....	40	×	0	×	×	×	×	0	0	×	×	0	June 20.
131	Castleton State Normal School	17	.....	1	40	....	......	....	2	24	×	0	....	....	×	×	0	0	×	×	×	Jan. and June.
132	Johnson State Normal School	20	17	3	40	525	25	10	3	24	×	......	0	×	0	×	0	0	0	×	×	August 1.
133	State Normal School	63	45	3	40	600	0	50	5	24	×	......	×	0	×	×	0	0	×	×	×	Jan. and June.
134	Valley Normal School	6	3	4	35	800	75	30	6	25–40	×	......	×	×	×	×	0	0	×	×	0	June 6 and 7.
135	Hampton Normal and Agricultural Institute	52	41	3	36	1, 572	30	39	6	70	×	0	×	0	×	×	0	0	0	×	0	May, last week.
136	Richmond Normal School	17	14	3	40	400	0	24	4	0	0	0	×	×	×	×	0	×	×	×	0	June 15.
137	Concord State Normal School	.....	.....	3	40	0	0	0	2	20–32	0	0	0	0	0	0	0	0	0	×	×	
138	Fairmont State Normal School	13	11	3	40	150	15	24	6	20–32	×	0	×	×	×	×	0	0	0	×	×	June.
139	State Normal School at Glenville	1	1	3	40	40	......	10	6	20–35	0	0	0	×	0	×	0	0	0	×	×	June or July.
140	Storer Normal School	2	.....	3	44	1, 500	......	....	2	*f*10–12	×	0	×	×	0	0	0	0	0	×	0	May, last Thurs.
141	Marshall College State Normal School	8	4	3	40	500	......	....	....	20–32	0	0	×	×	×	....	....	×	0	×	×	
142	Shepherd College	8	2	4	40	150	15	6	2	32	0	0	....	×	0	0	0	0	0	×	×	June, last Thurs.
143	West Liberty State Normal School	4	4	3	40	200	......	....	....	20–24	....	......	....	×	0	0	0	0	0	×	×	June 1.
144	Oshkosh State Normal School	12	12	4	40	690	79	47	3	*g*0	×	0	×	0	×	×	×	×	×	×	*h*×	June, last Thurs.
145	Wisconsin State Normal School	7	7	4	40	1, 300	100	125	....	0	×	0	×	0	×	×	×	0	×	×	*h*×	June, last Thurs.
146	River Falls State Normal School	0	0	4	40	576	......	69	6	0	×	0	×	0	0	×	×	0	×	×	*h*×	June 20.
147	Catholic Normal School of the Holy Family	12	12	3	40	350	24	40	4	175	×	×	×	×	....	×	×	×	0	×	0	January 15.
148	State Normal School	16	.....	4	40	587	78	23	10	0	×	×	×	×	×	×	×	0	×	×	×	June 14 and 15.
149	Miner Normal School	0	0	2	39	60	......	1	3	*d*2	×	0	×	0	0	0	0	0	0	×	......	June.
150	Normal department of Howard University	6	5	3	....	....	......	....	....	12	×	0	×	....	×	×	×	0	×	×	0	June..
151	Washington Normal School	20	20	1	40	225	25	50	6	0	×	×	×	0	0	×	×	0	×	×	*b*×	
152	Normal department of the University of Deseret	.....	.....	1	40	*i*2, 597	......	....	....	0	0	0	0	0	0	×	×	×	0	0	×	0	June.

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* From Report of the Commissioner of Education for 1876.
a To non-residents.
b In schools of the city.
c The normal department was temporarily suspended.
d Incidental expenses.
e After 2 years of successful teaching.
i University library.
f For tuition and room rent.
g To normal students; $12 to $20 to others.
h After 1 year of successful teaching.

MEMORANDA.

Chicago Kindergarten Training School, Chicago, Ill., not found; Northwestern Normal School, Kentland, Ind., closed; Normal School, Marion, Ind., only a summer school; Concordia State Normal School, Concordia, Kans., closed; Normal Department New Orleans University, New Orleans, La., no information received; St. Catherine's Normal Institute, Baltimore, Md., no information received; Ohio Normal School, Bloomingburg, Ohio, closed; Normal School, Medina, Ohio, consolidated with the Northern Indiana Normal School, Valparaiso, Ind.; Republic Normal School, Republic, Ohio, closed; Normal Course in Pacific University, Forest Grove, Oreg., no information received; State Normal School, Columbia, S. C., closed; Central Normal School, Humboldt, Tenn., closed.

TABLE IV.—*Statistics of commercial and business colleges for 1877; from replies to inquiries by the United States Bureau of Education.*

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of male instructors.	Number of female instructors.	Number of students.						
								Total number of students, excluding duplicate enrolments.	In day school.			In evening school.		
									Total.	Male.	Female.	Total.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Sacramento Business College	Sacramento, Cal. (210 I street)	......	1873	E. C. Atkinson	7	2	129	99	95	4	30	20	10
2	Heald's Business College	San Francisco, Cal	......	1864	Edward P. Heald	13	3	401	365	348	17	36	36	0
3	Garden City Commercial College	San José, Cal	0	1869	Herman B. Worcester	3	1	61	61	57	4	0	0	0
4	Institute Business College*	San José, Cal	0	......	F. K. Simonds	2	....	85	85	80	5	......	......	....
5	Moore's Southern Business University	Atlanta, Ga	......	1858	B. F. Moore, A. M., president	4	....	137	137	130	7	......	......	....
6	Business course of Bowdon College*	Bowdon, Ga	1856	1856	John F. Williams, president	....	....	76	76	46	30	......	......	....
7	Evergreen City Business College	Bloomington, Ill	......	1875	Marquam and Baker	4	....	125	98	98	.....	27	27	....
8	Commercial course, St. Viateur's College*	Bourbonnais, Ill	1874	1865	Rev. Thomas Roy, C. S. V	15	....	120	120	120	.....	......	......	....
9	Commercial course, St. Ignatius College	Chicago, Ill. (413 W. Twelfth street).	1870	......	Rev. Thomas H. Miles, S. J	6	0	103	103	103	0	0	0	0
10	Dyhrenfurth Business College*	Chicago, Ill. (149 E. Randolph street).	1864	1858	Julius Dyhrenfurth	4	....	40	40	40	.....	......	......	....
11	H. B. Bryant's Chicago Business College*	Chicago, Ill. (southeast corner State and Washington streets).	......	1856	H. B. Bryant, president	12	1	568	490	460	30	78	75	3
12	Western Business College	Galesburg, Ill	1862	1861	J. M. Martin & Bro	2	....	212	125	110	15	87	64	23
13	Jacksonville Business College	Jacksonville, Ill	......	1866	George W. Brown	5	....	310	260	241	19	50	38	12
14	Joliet Business College	Joliet, Ill	1866	1866	H. Russell	2	1	350	350	300	50	100	75	25
15	Northwestern Business College and Art School (department of Northwestern College).	Naperville, Ill	......	1872	J. George Cross, A. M	3	1	260	260	......	.....	......	......	....
16	Parish's Central Illinois Business College and Telegraphic Institute.	Peoria, Ill	......	1865	A. S. Parish	2	2	210	164	142	22	46	39	7
17	Gem City Business College	Quincy, Ill. (508 Main street)	0	1865	D. L. Musselman	4	....	317	192	170	22	125	112	13
18	Becker's Rockford Business College	Rockford, Ill	......	1860	E. C. A. Becker	3	1	115	75	53	22	40	36	4
19	Springfield Business College	Springfield, Ill	......	......	S. Bogardus	3	....	118	58	58	.....	60	60	....
20	Evansville Commercial College	Evansville, Ind. (corner Third and Main streets).	......	1850	G. W. Rauk and E. J. Wright	5	1	501	365	345	20	136	125	11
21	Indianapolis Business College and Telegraph Institute.	Indianapolis, Ind. (N. Pennsylvania street).	......	1858	C. C. Koerner	12	1	600	450	410	40	150	125	25
22	Commercial department of Butler University	Irvington, Ind	......	1870	C. E. Hollenbeck, A. M	2	....	28	28	19	9	......	......	....

23	Star City Business College	La Fayette, Ind	0	1866	P. W. Kennedy	2	0	122	120	78	42	42	42	....
24	Hall's Business College	Logansport, Ind	......	1867	E. A. Hall	2	....	84	52	47	5	32	23	9
25	Commercial department, University of Notre Dame.	Notrê Dame, Ind	1844	1842	Rev. Patrick J. Colovin, C. S. C.	5	0	......	......	......	......	......	......	....
26	Terre Haute Commercial College	Terre Haute, Ind. (corner Main and Sixth streets).	......	1862	R. Garvin	3	....	90	60	53	7	48	44	4
27	Burlington Business College	Burlington, Iowa	......	1865	B. L. Saum	5	1	164	126	110	16	78	60	18
28	Clinton Commercial College	Clinton, Iowa	......	1870	John Riley	2	....	143	102	88	14	41	35	6
29	Davenport Business College	Davenport, Iowa	......	1865	D. R. Lillibridge	9	0	348	319	309	10	29	29	....
30	Baylies' Commercial College	Dubuque, Iowa	1859	1858	C. Baylies	5	2	332	235	210	25	270	228	42
31	Hurd's National Business College of Upper Iowa University.	Fayette, Iowa	......	1867	H. E. Hurd	2	....	106	106	57	49	......	......	....
32	Iowa City Commercial College*	Iowa City, Iowa	0	1865	William McClain	2	....	96	52	49	3	44	44	....
33	Baylies' Mercantile College*	Keokuk, Iowa	......	1866	William H. Miller	3	....	300	......	......	......	......	......	....
34	Muscatine Business College*	Muscatine, Iowa (196 Second street).	0	1869	H. K. Snavely, A. M	1	....	40	24	19	5	16	16	....
35	Ottumwa Business College	Ottumwa, Iowa	......	1871	W. C. Thompson	3	1	176	106	94	12	70	70	0
36	Western Business College	Topeka, Kans	......	1867	M. A. Pond	1	....	53	35	24	11	18	11	7
37	Commercial College of Kentucky University	Lexington, Ky	......	......	Wilbur R. Smith	2	....	106	86	86	......	20	20	....
38	Warr's Bryant & Stratton Business College	Louisville, Ky. (80 Main st)	......	1865	J. W. Warr	3	....	423	361	340	21	62	62	....
39	J. W. Blackman's Commercial College	New Orleans, La. (131 Carondelet street).	......	1862	J. W. Blackman	4	....	50	50	50	......	......	......	....
40	Soulé's Commercial College and Literary Institute.	New Orleans, La. (cor. St. Charles and Lafayette sts.)	1861	1856	George Soulé, A. M	9	0	268	215	215	0	53	53	0
41	Dirigo Business College	Augusta, Me. (Water st)	1867	1865	D. M. Waitt	2	....	204	144	124	20	60	30	30
42	Portland Business College*	Portland, Me	......	1863	L. A. Gray, A. M	3	....	174	174	168	6	......	......	....
43	Sadler's Bryant & Stratton Business College*	Baltimore, Md. (6 and 8 North Charles street).	......	1863	W. H. Sadler, president	7	....	341	256	231	25	85	85	....
44	Bryant & Stratton Commercial School	Boston, Mass. (608 Washington street).	0	1860	H. E. Hibbard	9	4	a200	200	175	25	......	......	....
45	French's Business and Nautical College	Boston, Mass. (630 Washington street).	......	1849	Charles French, A. M	3	0	170	......	......	......	76	a70	6
46	Sawyer's Business College	Boston, Mass. (161 Tremont street).	......	1838	George A. Sawyer	4	0	118	118	93	25	0	0	0
47	Carter's Commercial College	Pittsfield, Mass	0	1861	Emerson F. Carter, A. M	2	....	25	25	25	......	0	0	0
48	Battle Creek Business College*	Battle Creek, Mich	......	1875	C. H. Devlin	2	....	98	79	71	8	20	16	4
49	Goldsmith's Bryant & Stratton Business University.	Detroit, Mich	......	1852	J. H. Goldsmith	6	....	307	167	158	9	140	140	....
50	Mayhew Business College	Detroit, Mich	......	1860	Ira Mayhew, LL. D	3	0	120	94	88	6	56	56	0
51	Parson's Business College*	East Saginaw, Mich	......	1868	Abdiel C. Parsons	2	....	63	35	29	6	28	28	....
52	Grand Rapids Business College and Telegraphic Institute.	Grand Rapids, Mich	......	1866	C. G. Swensberg	2	....	110	110	95	15	......	......	....
53	Commercial and telegraphic department, Hillsdale College.	Hillsdale, Mich	1855	1866	Alexander C. Rideout	3	1	194	133	103	30	61	53	8
54	Jackson Business College	Jackson, Mich	......	1871	G. M. Devlin	2	1	82	54	46	8	28	25	3
55	Kalamazoo Business College and Telegraph Institute.	Kalamazoo, Mich	......	1869	William F. Parsons	1	....	106	100	95	5	10	10	....
56	Lansing Business College	Lansing, Mich	......	1867	H. P. Bartlett	1	....	70	60	44	16	10	6	4
57	Minneapolis Business College	Minneapolis, Minn	0	1870	C. C. Curtiss and C. W. G. Hyde	3	0	91	71	68	3	20	20	0

* From Report of the Commissioner of Education for 1876.

a Average number.

TABLE IV.—*Statistics of commercial and business colleges for* 1877, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of male instructors.	Number of female instructors.	Number of students.						
								Total number of students, excluding duplicate enrolments.	In day school.			In evening school.		
									Total.	Male.	Female.	Total.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
58	St. Paul Business College and Telegraphic Institute.	St. Paul, Minn.	....	1865	William A. Faddis	4	....	227	*a*189	183	6	*a*108	108	0
59	St. Stanislaus Commercial College	Bay St. Louis, Miss.	1870	1855	Brother Florimond	10	0	130	130	130	0	0	0	0
60	Bryant's Business College	St. Joseph, Mo	0	1864	Thomas J. Bryant, A. M., LL. B.	2	....	169	169	167	2	....	....	....
61	Bryant & Stratton Business College	St. Louis, Mo	1861	1854	W. M. Carpenter	7	1	306	*b*306	*b*270	*b*36	....	....	....
62	Jones' Commercial College	St. Louis, Mo. (415 Locust st).	1849	1841	Jonathan Jones	5	3	256	*b*256	*b*228	*b*28	....	....	....
63	Mound City Commercial College	St. Louis, Mo. (210 North Fourth street).	1861	1859	Thomas A. Rice, A. M., LL. B., James Rice, A. M., J. P. Metzger.	5	0	248	158	155	3	90	90	0
64	St. Louis University (commercial course)	St. Louis, Mo	1832	1829	Joseph E. Keller, S. J	6	0	142	142	142	0	0	0	0
65	Great Western Business College	Omaha, Nebr	1873	1873	George Rathbun	2	....	60	30	30	....	30	28	2
66	Bryant & Stratton College	Manchester, N. H	....	1865	Prof. G. A. Gaskell	2	....	100	*a*65	60	5	*a*75	65	10
67	Elizabeth Business College	Elizabeth, N. J	....	1872	James H. Lansley, PH. D	5	4	90	90	61	29	....	....	....
68	Bryant & Stratton Business College	Newark, N. J	1872	1863	Arthur B. Clark	8	....	140	80	72	8	60	50	10
69	Capital City Commercial College	Trenton, N. J	0	1865	W. B. Allen	3	0	155	126	120	6	29	28	1
70	Folsom's Albany Business College	Albany, N. Y	....	1858	E. G. Folsom, A. M	3	....	100	75	75	....	25	25	....
71	Browne's Business College	Brooklyn, N. Y. (293 Fulton street).	....	1849	Thomas R. Browne	6	2	350	200	150	50	150	125	25
72	Claghorn's Bryant and Stratton Business College.	Brooklyn, N. Y. (38–44 Court street).	0	1861	Charles Claghorn	6	2	187	187	179	8	0	0	0
73	French's Business and Telegraph College	Brooklyn, N. Y. (311 Fulton st., cor. Johnson street).	....	1868	George W. French	2	1	82	52	33	19	30	26	4
74	Wright's Business College	Brooklyn, N. Y., (E. D., 111 South Sixth street).	0	1873	Henry C. Wright	4	0	166	87	82	5	79	75	4
75	Bryant & Stratton Buffalo Business College	Buffalo, N. Y. (corner Main and Seneca streets).	....	1854	J. C. Bryant and Son	....	....	....	....	....	....	....	....	....
76	Buffalo Practical School	Buffalo, N. Y. (23 W. Swan street).	0	1875	Herman Poole	....	1	84	36	23	13	46	39	7
77	Buffalo Telegraph College*	Buffalo, N. Y. (corner Main and Seneca streets).	....	1860	C. L. Bryant	2	1	....	....	....	....	....	....	....

78	Commercial department, St. Joseph's College	Buffalo, N. Y	......	1861	Brother Alexander	4	....	70	70	70	....	....	....	....
79	Elmira Business College	Elmira, N. Y	0	1858	A. J. Warner	1	0	40	40	35	5	24	20	4
80	Hudson Business College	Hudson, N. Y. (203 Warren street).	......	1873	Ansel E. Mackey	1	2	66	46	40	6	20	20	....
81	Cady, Willson and Walworth's Business College.	New York, N. Y. (36 East Fourteenth street).	......	1873	C. E. Cady	3	....	135	100	94	6	35	35	....
82	Commercial department, College of St. Francis Xavier.*	New York, N. Y. (49 West Fifteenth street).	......	1847	Rev. H. Hudon, S. J., president.	7	....	77	77	77	....	....	....	....
83	Dolbear's Commercial College*	New York, N. Y. (1193 Broadway).	......	1835	Thomas P. Dolbear	2	3	300	250	200	50	50	50	....
84	Packard's Business College*	New York, N. Y. (805 Broadway).	......	1858	S. S. Packard	7	1	315	315	306	9	0	0	0
85	Paine's Business College	New York, N. Y. (62 Bowery, corner Canal street).	0	1849	Martin S. Paine	4	1	546	391	321	70	182	155	27
86	Rutherford's Business College	New York, N. Y. (1277 Broadway, corner Thirty-fourth street).	......	......	....	....	....	....	....	....	....	....	....	....
87	Eastman National Business College	Poughkeepsie, N. Y	0	1859	H. G. Eastman, LL. D., president.	11	0	682	655	652	3	184	184	....
88	Rochester Business University	Rochester, N. Y. (corner West Main and Exchange streets).	0	1863	L. L. Williams	6	....	486	346	328	18	140	112	28
89	Troy Business College	Troy, N. Y	1871	1858	Thomas H. Shields	3	....	160	110	105	5	50	44	6
90	Bryant & Stratton Utica Business College	Utica, N. Y	......	1863	H. B. McCreary and Thomas Shields.	3	1	259	124	113	11	135	117	18
91	Commercial department, Wake Forest College	Wake Forest, N. C	1835	1869	Prof. L. R. Mills, A. M	1	....	12	12	12	12	....	....	....
92	Akron Business College	Akron, Ohio	0	1866	O. S. Warner, A. M	2	....	50	36	35	1	14	14	....
93	Commercial department, St. Xavier College*	Cincinnati, Ohio	1842	1831	Rev. T. H. Miles, S. J	3	....	74	74	74	....	....	....	....
94	Nelson's Business College *c*	Cincinnati, Ohio (southeast corner Fourth and Vine streets).	0	1856	Richard Nelson	....	....	....	....	....	....	....	....	....
95	Queen City Commercial College	Cincinnati, Ohio (northwest corner Fifth and Walnut streets).	......	1874	Henry A. Faber, president; R. H. Langdale, principal.	*d*8	0	333	228	225	3	162	162	....
96	Spencerian Business College	Cleveland, Ohio (corner Superior and Seneca streets).	0	1852	Platt R. Spencer	4	1	450	375	350	25	75	65	10
97	Columbus Business College*	Columbus, Ohio (98 North High street).	......	1865	E. K. Bryan	3	....	310	250	200	50	60	50	10
98	Miami Commercial College	Dayton, Ohio	......	1860	A. D. Wilt	2	....	125	104	100	4	21	20	1
99	Oberlin Business College	Oberlin, Ohio	......	1858	Kline & Dickinson	2	....	50	27	20	7	43	30	13
100	Buckeye Business and Telegraph College*	Sandusky, Ohio	......	1866	H. D. Seele, M. A., and H. O. Stafford.	3	1	116	74	64	10	58	58	0
101	Van Sickle's Business College	Springfield, Ohio	......	1871	J. W. Van Sickle, A. M., M. D	1	....	24	20	18	2	4	4	....
102	Toledo Business College	Toledo, Ohio	......	1864	G. E. Detwiler and R. J. Magee.	4	2	323	323	260	63	80	60	20
103	Zanesville Business College	Zanesville, Ohio	......	1866	F. M. Choguill	2	....	130	85	75	10	45	45	....
104	Allentown Business College	Allentown, Pa	......	1869	W. L. Blackman	3	....	115	*e*98	*e*98	....	17	17	....
105	Knauss' Institute of Business and Finance	Easton, Pa	......	1873	James T. Knauss	2	....	78	78	52	26	20	20	0
106	Wyoming Commercial College	Kingston, Pa	......	1863	L. L. Sprague	3	....	78	78	75	3	....	....	....
107	Keystone Business College	Lancaster, Pa	......	1872	E. S. Blackman	3	....	78	63	63	....	15	15	....

* From Report of the Commissioner of Education for 1876.
a Some students attend both day and evening school.
b These are for evening school also.
c Not fully organized under the present principal.
d Includes two lecturers.
e Nearly all attend the evening school also.

TABLE IV.—*Statistics of commercial and business colleges for* 1877, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Number of male instructors.	Number of female instructors.	Number of students.						
								Total number of students, excluding duplicate enrolments.	In day school.			In evening school.		
									Total.	Male.	Female.	Total.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
108	Bryant, Stratton & Smith Business College	Meadville, Pa	1865	1865	A. W. Smith	3	2	a78	a78	a58	a20	....	....	....
109	Bryant & Stratton Business College	Philadelphia, Pa. (108 South Tenth street).	....	1857	J. E. Soulé	9	....	b587	b587	b574	b13	....	....	....
110	Crittenden's Commercial College	Philadelphia, Pa. (1131 Chestnut street).	1855	1844	John Groesbeck	9	....	421	....	....	....	....	....	....
111	Peirce's Union Business College	Philadelphia, Pa. (39 South Tenth street).	....	1865	Thomas May Peirce, M. A	13	....	423	325	304	21	98	97	1
112	Select Commercial School	Philadelphia, Pa. (Fifteenth and Chestnut streets).	....	1875	Chester E. Pond	1	....	20	8	8	....	12	9	3
113	Pottsville Business College	Pottsville, Pa	....	1874	M. J. Goldsmith	1	....	50	30	30	....	20	15	5
114	Commercial course, St. Vincent's College*	Westmoreland County, Pa	1870	....	Rt. Rev. B. Wimmer, O. S. B., president.	....	....	64	64	64	....	....	....	....
115	Williamsport Commercial College	Williamsport, Pa	....	....	....	....	....	....	....	....	....	....	....	....
116	Greenwich Commercial College*	East Greenwich, R. I	....	....	J. W. Dershimer	2	....	106	106	84	22	....	....	....
117	Scholfield's Commercial College	Providence, R. I. (137 Westminster street).	....	1846	Albert G. Scholfield	5	1	270	200	177	23	70	55	15
118	Warner's Polytechnic and Business College	Providence, R. I	....	1863	W. W. Warner	9	2	304	252	229	23	52	41	11
119	Leddin's Business College	Memphis, Tenn	1867	1865	T. A. Leddin	3	....	109	77	74	3	32	32	....
120	Frank Goodman & Co's Bryant & Stratton Business College.	Nashville, Tenn	....	1865	Frank Goodman	4	....	174	133	133	....	41	41	....
121	Galveston Commercial College	Galveston, Tex	1877	1877	Edward Livingston	2	....	56	29	29	....	27	27	....
122	Old Dominion Business College	Richmond, Va	1868	1867	George M. Nicol	1	....	64	39	39	....	25	25	....
123	Business College	Charleston, W. Va	....	....	....	....	....	....	....	....	....	....	....	....
124	Great Southern Business College	Parkersburg, W. Va	....	1876	A. J. M. Hosom	2	1	74	51	40	11	23	18	5
125	National Business College	Wheeling, W. Va	....	1860	J. M. Frasher & Co	5	....	130	90	90	....	40	40	....
126	Commercial department, Lawrence University*	Appleton, Wis	1847	1872	Rev. George M. Steele, D. D., president.	....	....	66	66	46	20	....	....	....
127	Fond du Lac Commercial College	Fond du Lac, Wis	....	1864	S. D. Mann and L. B. Everdell	2	0	156	130	89	41	26	26	0
128	Green Bay Business College	Green Bay, Wis	....	1869	A. C. Blackman	1	1	100	75	60	15	35	30	5

129	Janesville Business College and Institute of Penmanship.	Janesville, Wis	......	1866	F. E. Fellows	3	1	525	350	300	50	175	50	125
130	Northwestern Business College and Institute of Penmanship.*	Madison, Wis	......	1865	H. M. Wilmot	5	2	339	317	203	114	51	35	16
131	Commercial department of Milton College	Milton, Wis	1868	......	A. C. Whitford	5	3	170	170	100	70	....	......	....
132	Spencerian Business College	Milwaukee, Wis	1870	1863	Robert C. Spencer	3	1	207	141	135	6	66	60	6
133	Oshkosh Business College*	Oshkosh, Wis	......	1867	W. W. Daggett	3	1	190	170	145	25	54	50	4
134	Spencerian Washington Business College	Washington, D. C. (corner Seventh and L streets northwest).	......	1864	Henry C. Spencer	1	1	135	70	50	20	65	55	10

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* From Report of the Commissioner of Education for 1876.

a All these scholars attend the evening school also.

b Includes day and evening school.

TABLE IV.—*Statistics of commercial and business colleges for* 1877, *&c.*—Continued.

NOTE.—The branches taught are indicated by a ×.

	Name.	Number of students—					Average age of students.	Branches taught.											Volumes in library.		Number of months in full course of study.	Number of weeks in scholastic year.	Number of months of evening school.	Annual charge to each student for tuition.
		In phonography.	In telegraphy.	In German.	In French.	In Spanish.		Common English and correspondence.	Penmanship.	Book-keeping.	Higher mathematics.	Surveying.	Banking.	Commercial law.	Political economy.	Life insurance.	Phonography.	Telegraphy.	Whole number.	Increase in the last school year.				
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
1	Sacramento Business College	8	19	2	....	....	19.	×	×	×	....	....	....	....	....	....	×	×	154	14	12	50	12	$75
2	Heald's Business College	....	29	16	23	12	20	×	*a* ×	×	....	....	....	×	....	....	....	×	....	....	12	52	8	125
3	Garden City Commercial College	0	5	0	0	0	18	×	×	×	....	....	....	×	×	....	....	×	0	0	8	52	0	120
4	Institute Business College*	....	10	8	10	7	18	×	....	×	....	....	×	×	....	....	....	×	....	....	6	52	....	130
5	Moore's Southern Business University	0	0	0	0	0	21	....	×	×	....	....	×	....	....	....	....	....	....	....	6	52	6	50
6	Business course of Bowdon College*	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	400	....	10	40	....	50
7	Evergreen City Business College	5	....	....	....	....	20	×	×	×	....	....	×	×	....	....	....	....	....	....	12	....	6	75
8	Commercial course, St. Viateur's College*	7	8	16	50	....	16	....	....	....	....	....	....	....	....	....	×	×	2, 000	....	(*b*)	43	....	40
9	Commercial course, St. Ignatius College	10	0	40	2	0	16	×	×	×	....	....	....	×	....	....	....	....	10, 500	380	20	40	0	40
10	Dyhrenfurth Business College*	....	....	....	....	....	18	×	×	×	....	....	×	×	....	....	....	....	....	....	5	40	....	75
11	H. B. Bryant's Chicago Business College*	60	....	45	20	....	....	×	×	×	×	×	×	×	×	×	×	....	100	....	(*c*)	51	9	100
12	Western Business College	13	8	....	....	....	18	×	×	×	×	....	....	×	....	....	×	×	100	10	10	40	6	60
13	Jacksonville Business College	....	12	....	....	....	20	×	×	×	....	....	×	×	×	×	....	×	250	....	10	40	6	75
14	Joliet Business College	20	30	10	15	....	17	×	×	×	....	....	....	×	....	....	....	....	2, 900	400	10	46	8	40
15	Northwestern Business College and Art School (department of Northwestern College).	65	....	10	....	....	....	....	*d* ×	×	....	....	....	×	....	....	×	....	50	....	9	39	....	50
16	Parish's Central Illinois Business College and Telegraphic Institute.	1	4	0	0	0	....	×	×	×	....	....	....	×	....	....	×	×	....	....	....	52	5	*e*60
17	Gem City Business College	....	....	....	....	....	19	×	×	×	....	....	×	×	....	....	....	....	100	....	10	40	5	60
18	Becker's Rockford Business College	....	4	2	....	....	18	×	×	×	....	....	....	×	....	....	×	×	0	0	12	51	6	....
19	Springfield Business College	....	....	....	....	....	....	×	×	×	....	....	....	×	....	....	....	×	100	....	8	50	6	50
20	Evansville Commercial College	....	34	....	....	....	19	×	×	×	....	....	....	×	....	....	....	×	....	....	5	52	12	*e*40
21	Indianapolis Business College and Telegraph Institute.	30	95	140	3	....	....	×	×	×	....	....	....	×	×	....	×	×	....	....	....	52	12	*f*40
22	Commercial department of Butler University	....	....	....	....	....	....	×	....	×	....	....	....	....	....	....	....	....	....	....	....	39	....	....
23	Star City Business College	0	12	0	0	0	17	×	×	×	....	....	....	×	....	....	....	....	0	0	6–18	40	7	*f* 50
24	Hall's Business College	....	....	....	....	....	....	×	×	×	....	....	....	....	....	....	....	....	20	....	5	42	6	40
25	Commercial department, University of Notre Dame.	....	....	....	....	....	....	×	×	×	....	....	×	×	....	....	×	×	*g*13, 000	....	20	40	....	....

26	Terre Haute Commercial College	16	3	....	....	....	19	....	×	×	×	....	....	....	....	....	....	×	....	....	....	....	....	*f* 40
27	Burlington Business College	10	16	....	....	....	....	×	×	×	....	....	....	×	....	....	×	×	....	....	....	52	6	....
28	Clinton Commercial College	....	....	....	....	....	....	×	×	×	....	....	....	×	....	....	....	....	....	....	....	....	6	50
29	Davenport Business College	0	....	....	....	....	19½	×	×	×	....	....	....	×	....	....	....	....	....	....	12	52	6	60
30	Baylies' Commercial College	....	12	....	....	....	19	×	×	×	....	....	×	×	×	....	×	×	270	5	6	52	6	70
31	Hurd's National Business College of Upper Iowa University.	....	5	2	....	....	19	....	....	....	....	....	....	....	....	....	....	....	....	....	....	40	....	....
32	Iowa City Commercial College*	0	0	0	0	0	19	×	×	×	....	....	....	×	....	....	....	....	0	0	....	48	6	*h*50
33	Baylies' Mercantile College*	....	....	....	....	....	20	×	×	×	....	....	×	×	....	....	....	....	....	....	3–6	52	6	40
34	Muscatine Business College*	0	0	0	0	0	17	×	×	×	....	....	....	×	....	....	....	....	0	0	6	52	6–7	*i*45
35	Ottumwa Business College	....	....	....	....	....	18	×	....	×	×	....	×	....	....	....	....	....	....	....	12	52	7	*f* 40
36	Western Business College	....	....	....	....	....	20	×	×	×	....	....	×	×	×	....	....	....	....	....	6	50	8	50
37	Commercial College of Kentucky University	3	1	....	1	....	20	×	×	×	....	....	×	×	×	....	×	....	....	....	12	52	12	*e*40
38	Warr's Bryant & Stratton Business College	....	....	6	....	....	17	×	×	×	....	....	....	×	....	....	....	....	....	....	12	51	6	50
39	J. W. Blackman's Commercial College	....	....	....	2	....	18	....	×	×	×	....	....	....	....	....	....	....	100	....	....	52	12	120
40	Soulé's Commercial College and Literary Institute.	0	3	5	27	13	14	×	×	×	×	....	....	×	×	....	....	....	950	....	(*j*)	52	12	100–150
41	Dirigo Business College	....	....	....	....	....	....	×	×	×	×	....	....	....	....	....	....	....	....	....	....	52	3	*h*35
42	Portland Business College*	....	....	....	....	....	18	×	×	×	....	....	....	×	....	....	....	....	....	....	11	48	....	75
43	Sadler's Bryant & Stratton Business College*	....	....	....	....	....	18	×	×	×	....	....	....	×	....	....	....	....	....	....	6	51	6	120
44	Bryant & Stratton Commercial School	....	....	6	6	....	17	×	×	×	....	....	....	×	....	....	....	....	....	....	10	44	0	160
45	French's Business and Nautical College	0	0	0	0	0	17	*k*×	×	×	....	....	....	×	×	....	....	....	....	....	12	52	6	140
46	Sawyer's Business College	0	0	0	0	0	22	×	×	×	....	....	....	....	....	....	....	....	0	0	....	....	0	120
47	Carter's Commercial College	0	0	0	0	0	20	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
48	Battle Creek Business College*	....	....	....	....	....	20	×	×	×	....	....	×	×	....	×	....	....	....	....	12	50	6	50
49	Goldsmith's Bryant & Stratton Business University.	....	....	....	....	....	....	×	×	×	....	....	....	×	....	....	×	....	....	....	5–12	52	6	40–60
50	Mayhew Business College	....	....	....	....	....	21	×	×	×	....	....	....	×	×	×	....	....	520	20	4–12	52	4	*e*40
51	Parson's Business College*	....	....	....	....	....	20	×	×	×	....	....	....	×	....	....	....	....	....	....	9	40	....	75
52	Grand Rapids Business College and Telegraphic Institute.	3	7	6	....	....	23	....	×	×	×	....	×	×	×	....	....	×	150	....	....	....	....	50
53	Commercial and telegraphic department, Hillsdale College.	....	16	....	....	....	22	×	×	×	....	....	....	×	×	....	....	×	6, 200	200	5	40	3	*e*30, 35
54	Jackson Business College	....	....	....	....	....	19	×	×	×	....	....	....	×	....	....	....	....	....	....	6	46	8	40
55	Kalamazoo Business College and Telegraph Institute.	....	10	....	....	....	18	×	×	×	....	....	....	....	....	....	....	×	....	....	12	....	5	52
56	Lansing Business College	....	....	....	....	....	....	×	×	×	....	....	....	×	....	....	....	....	....	....	....	40	6	20, 30
57	Minneapolis Business College	0	0	0	0	0	19	×	×	×	....	....	....	×	....	....	....	....	0	0	....	52	6	65
58	St. Paul Business College and Telegraphic Institute.	....	12	....	....	....	20	×	×	×	....	....	....	×	×	....	....	×	162	12	8–12	50	6	75
59	St. Stanislaus Commercial College	0	8	15	65	0	13	×	×	×	×	×	....	×	....	....	....	×	1, 500	200	40	42	0	75
60	Bryant's Business College	0	0	0	0	0	18	×	×	×	....	....	....	×	....	....	....	....	643	....	12	52	....	35
61	Bryant & Stratton Business College	....	25	....	....	....	....	×	×	×	....	....	....	×	....	....	....	×	....	....	4	52	7	30, 60
62	Jones' Commercial College	10	0	0	0	0	21	×	×	×	×	....	....	×	....	....	×	....	250	0	6–12	52	6	30–100
63	Mound City Commercial College	3	....	....	....	....	18	×	×	×	....	....	....	×	×	....	×	×	220	10	....	52	6	*h*81
64	St. Louis University, (commercial course)	0	0	71	20	0	....	×	×	×	×	×	....	....	....	....	....	....	16, 700	....	40	....	....	60
65	Great Western Business College	6	....	....	....	....	23	×	×	×	....	....	....	....	....	....	....	....	....	....	12	52	6	48

*From Report of the Commissioner of Education for 1876.
a Drawing is also taught.
b Four years.
c There are two courses; one of 2 years and one of 4.
d Drawing and painting are also taught.
e For course.
f Life scholarship.
g College library.
h Scholarship, time unlimited.
i Full scholarship.
j The course of study extends over 1, 2, 3, or 4 years, and embraces 32 branches.
k Navigation is also taught.

TABLE IV.—*Statistics of commercial and business colleges for 1877, &c.*—Continued.

NOTE.—The branches taught are indicated by a ×.

	Name.	Number of students—					Average age of students.	Branches taught.											Volumes in library.		Number of months in full course of study.	Number of weeks in scholastic year.	Number of months of evening school.	Annual charge to each student for tuition.
		In phonography.	In telegraphy.	In German.	In French.	In Spanish.		Common English and correspondence.	Penmanship.	Book-keeping.	Higher mathematics.	Surveying.	Banking.	Commercial law.	Political economy.	Life insurance.	Phonography.	Telegraphy.	Whole number.	Increase in the last school year.				
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
66	Bryant & Stratton College						18	×	×	×				×								52	7	$100
67	Elizabeth Business College	5		7	4		18¼	×	×	×				×					700	100		40	6	110
68	Bryant & Stratton Business College	30		20			17	×	×	×							×				6–11	47	6	37, 75
69	Capital City Commercial College	0	0	0	0	0	17	×	×	×				×					0	0		42	6	50
70	Folsom's Albany Business College						18	×	×	×				×	×						4, 6, 12	52	6	50, 65, 100
71	Brown's Business College	10	5	0	0	0	18	×	×	×	×			×					200		12	52	12	50
72	Claghorn's Bryant & Stratton Business College	17	0	57	2	1	18⅚	×	×	×				×	×		×		250		12–20	48	0	125, 160
73	French's Business and Telegraph College	0	38	0	0	0	20	×	×	×	×							×	0	0	12	52	12	60–100
74	Wright's Business College	6	0	13	0	0	16	×	×	×	×								100	0	10	42	7	80
75	Bryant & Stratton Buffalo Business College							×	×	×				×								52	6	100
76	Buffalo Practical School	0	0	3	4	0	18½												695	195	9	40	9	60–100
77	Buffalo Telegraph College*								×	×											4	52	4	*a*40, 50
78	Commercial department, St. Joseph's College		12	30	8		18	×	×	×				×				×	2, 050			44		50
79	Elmira Business College	0	0	0	0	0	19	×	×	×				×					0	0	3–6		6	*a*40
80	Hudson Business College		1				17	×	×	×			×								5–10	40	6	20–50
81	Cady, Willson & Walworth's Business College	30					17	×	×	×				×			×				11	47	8	60, 125
82	Commercial department, College of St. Francis Xavier. *	0	0	46	31	0	15	×	×	×	×										10	40		60
83	Dolbear's Commercial College*						20	×	×	×			×									52	12	200
84	Packard's Business College*	33	0	55	60	12	16	×	×	×			×	×	×		×				18	48	0	200
85	Paine's Business College	25	0				25	×	×	×	×			×			×		0	0	12	52	12	80–100
86	Rutherford's Business College																							
87	Eastman National Business College	15	40				19	×	×	×			×	×	×			×			3–4	52	5	*b*50
88	Rochester Business University	0	0	0	0	0	21	×	×	×				×					0	0	6	51	5	50–100
89	Troy Business College		4				17	×	×	×				×					60		12	52	6	75
90	Bryant & Stratton Utica Business College	8	10	6			17	×	×	×	×			×			×	×			3–6	52	6	75
91	Commercial department, Wake Forest College							×	×	×											10	40		60
92	Akron Business College	0	0	10	0	0	20	×	×	×				×			×				6–20	44	6	35–60
93	Commercial department, St. Xavier College*			74				×	×	×	×			×							10			60

94	Nelson's Business College *c*	0	0	0	0	0	20	×	×	×	....	....	....	×	....	....	....	....	0	0	12	....	7	*a*5
95	Queen City Commercial College	0	0	0	0	0	17½	....	×	×	....	....	....	×	....	....	....	....	....	....	4–8	52	6	*a*50
96	Spencerian Business College	25	....	....	....	....	17	×	×	×	....	....	....	×	....	....	×	....	....	....	12	52	6	50
97	Columbus Business College*	....	....	....	....	....	18	×	×	×	....	....	×	×	....	×	....	....	500	....	10	44	5	50
98	Miami Commercial College	....	....	....	....	....	19	×	×	×	....	....	....	....	....	....	....	....	....	....	4	52	6	*a*50
99	Oberlin Business College	....	....	....	....	....	19	×	×	×	....	....	....	×	....	....	....	....	....	....	5–7	52	4	*a*45
100	Buckeye Business and Telegraph College*	6	47	13	....	....	19.6	×	×	×	....	....	....	....	....	....	×	×	500	100	12	52	6	40
101	Van Sickle's Business College	....	....	....	....	....	20	....	×	×	....	....	×	×	×	....	....	....	....	....	12	44	4	50
102	Toledo Business College	....	....	15	10	....	20	×	×	×	×	....	×	×	....	....	....	....	....	....	12	52	6	60
103	Zanesville Business College	....	....	....	....	....	20	×	×	×	....	....	....	×	....	....	....	....	....	....	4–12	52	6	....
104	Allentown Business College	....	3	....	....	....	19	×	×	×	×	....	×	×	....	....	....	....	70	5	6–12	52	12	*b*50
105	Knauss' Institute of Business and Finance	....	15	....	....	....	18	×	*d* ×	×	....	....	....	×	....	....	....	....	....	....	11	45	7	75
106	Wyoming Commercial College	....	20	....	....	....	22	×	×	×	....	....	×	×	×	....	....	×	....	....	4	43	....	30
107	Keystone Business College	....	....	....	....	....	18	×	×	×	....	....	×	×	....	....	....	....	....	....	10	44	9	50
108	Bryant, Stratton & Smith Business College	....	....	....	....	....	18	×	×	×	×	....	....	×	....	....	....	×	....	....	22	48	6	*b*50
109	Bryant & Stratton Business College	....	....	....	....	....	....	×	×	×	....	....	....	×	....	....	....	....	70	70	6–12	51	6	120
110	Crittenden's Commercial College	....	....	....	....	....	20	×	....	×	×	....	....	×	×	....	....	....	260	....	6	51	7	100
111	Peirce's Union Business College	16	....	....	....	....	19	×	×	×	×	....	....	×	....	....	×	....	69	....	....	42	6½	100
112	Select Commercial School	....	....	....	....	....	20	×	×	×	....	....	....	....	....	....	....	....	....	....	6	52	12	100
113	Pottsville Business College	....	....	....	....	....	18	×	×	×	....	....	....	×	....	....	....	....	....	....	12	52	6	100
114	Commercial course, St. Vincent's College*	....	....	....	....	....	....	×	×	×	....	....	....	×	....	....	....	....	....	....	(*e*)	42	....	*f*180
115	Williamsport Commercial College	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
116	Greenwich Commercial College*	....	5	....	....	....	16	×	×	×	....	....	×	....	....	....	....	×	....	....	....	40	4	50
117	Scholfield's Commercial College	....	....	....	....	....	20	×	*g* ×	×	....	....	....	....	....	....	....	....	125	5	6	48	8	100
118	Warner's Polytechnic and Business College	20	10	12	6	....	16	×	×	×	....	....	....	....	×	....	....	....	....	....	*h*4–6	42	6	100
119	Leddin's Business College	....	....	....	....	....	17	×	×	×	....	....	....	×	×	....	....	....	....	....	6	51	8	50
120	Frank Goodman & Co.'s Bryant & Stratton Business College.	....	....	....	....	....	....	×	×	×	×	....	×	×	....	....	....	....	....	....	4	51	6	75
121	Galveston Commercial College	....	....	8	....	....	16	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
122	Old Dominion Business College	....	....	3	2	....	18	×	×	×	....	....	....	×	....	....	....	....	520	8	8	34	6	50
123	Business College	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
124	Great Southern Business College	12	....	8	....	....	20	×	×	×	....	....	....	×	×	....	....	....	....	....	9	....	6	....
125	National Business College	....	....	....	....	....	18	×	×	×	....	....	....	×	....	....	....	....	....	....	....	52	12	*b*40
126	Commercial department, Lawrence University*	....	....	....	....	....	....	×	×	×	....	....	....	×	....	....	....	....	....	....	....	38	....	24
127	Fond du Lac Commercial College	0	0	12	0	0	19	×	×	×	....	....	....	×	....	....	....	....	0	0	....	51	....	32, 40, 70
128	Green Bay Business College	8	6	0	5	0	20	×	*d* ×	×	×	....	....	....	....	....	....	....	20	5	....	51	7	25
129	Janesville Business College	....	....	18	....	....	20	×	×	×	....	....	....	×	....	....	....	....	....	....	12	52	8	40
130	Northwestern Business College and Institute of Penmanship.*	6	19	8	2	....	20	×	×	×	×	....	....	×	....	....	×	×	....	....	....	52	6	*i*50
131	Commercial department of Milton College	0	0	28	0	0	19	×	×	....	×	....	....	....	×	....	....	....	1,145	128	....	40	....	30
132	Spencerian Business College	0	0	0	0	0	18	×	×	×	....	....	....	×	....	....	....	....	260	....	12	52	6	85
133	Oshkosh Business College*	0	0	0	0	0	20	×	×	×	×	....	....	×	....	....	....	....	100	10	....	52	7	60
134	Spencerian Washington Business College	0	0	0	0	0	18	×	×	×	....	....	....	×	×	....	....	....	....	....	10	44	10	50

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* From Report of the Commissioner of Education for 1876.
a For course.
b Life scholarship.
c Not fully organized under the present principal.
d Drawing is also taught.
e Three years.
f Board and tuition.
g Drawing and painting are also taught.
h There is also a polytechnic course, including civil and mechanical engineering and architectural drawing.
i Full scholarship.

TABLE IV.—*For memoranda concerning commercial and business colleges and for a list of those from which no information has been received, see page* 390.

TABLE V.—*Statistics of Kindergärten for* 1877; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
1	Kindergarten	Brooklyn (East Oakland), Cal.	1877	Delia Augusta Curtis	0	10	3–8	3¼
2	California Model Kindergarten.	Los Angeles, Cal. (134 Hill street).	1876	Miss Emma Marwedel.	0	10	3–9	4
3	Kindergarten	Santa Barbara, Cal. (Chapala street).	1877	Miss Katharine D. Smith.	0	12	3–10	3½
4	Miss Beebe's Kindergarten.	Denver, Colo	1877	Mrs. F. A. Collar	1	22	3–9	3–5
5	Kindergarten	Bridgeport, Conn. (287 Myrtle avenue).	1872	Miss Hannah W. Terry	4	80	4–9	5
6	Kindergarten	Atlanta, Ga. (corner Lee and Amos sts.).	1876	Anna E. Mills	....	7	3–7	2½–3
7	Fröbel School and Kindergarten.	Chicago, Ill. (482 West Washington street).	1872	Miss Sara Eddy	1	30	3–7	3
8	German Kindergarten.	Chicago, Ill. (296 West Jackson street).	1873	Miss Mathilde Burmester.	1	30	3–8	4
9	Kindergarten*	Chicago, Ill. (108 Langley avenue).	1876	Miss Josephine Jarvis.	1	10	3–7	3
10	Mrs. Putnam and Miss Howell's Kindergarten.*	Chicago, Ill. (Indiana avenue, near Twenty-ninth street).	1873	Mrs. Alice H. Putnam.	2	20	3–7	3
11	North Side German Kindergarten.	Chicago, Ill. (276 Chicago avenue).	1872	Miss Louise Martens	....	16	3–7	4
12	Park Institute Kindergarten.	Chicago, Ill. (103 Ashland avenue).	1874	Mrs. E. M. Howard	2	35	3–9	3
13	Indianapolis Kindergarten.	Indianapolis, Ind. (2 East Michigan st.).	1875	Miss Alice Chapin	4	30	3–6	3
14	Cedar Rapids Kindergarten.	Cedar Rapids, Iowa (60 Iowa avenue).	1877	Mrs. C. F. Madeira and Miss Bessie Madeira.	3	40	3–8	3
15	Kindergarten of German and English Academy.	Louisville, Ky. (corner Second and Gray sts.).	1871	Frances Wise	0	28	4–7	5
16	Kindergarten of Mrs. W. B. Nold's school.	Louisville, Ky. (corner First and Chestnut streets).	1876	Miss E. C. Clark	2	24	3–8	3
17	Mrs. Graham's Kindergarten.*	Louisville, Ky. (66 Breckenridge street).	1875	Mrs. Mary W. Graham.	2	30	3–7	3
18	Bates Street Kindergarten. *a*	Lewiston, Me. (94 Park street).	1874	Anna G. Morse	0	20	4–7	5

*From Report of the Commissioner of Education for 1876.

inquiries by the United States Bureau of Education.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	....	Weaving, sewing, perforating, modelling, &c.	....	
5	50	All the usual occupations; also gardening and performing on different musical instruments.	All the ordinary Kindergarten appliances, a large garden, musical instruments, and a museum.	It animates and invigorates physically, while giving full scope to the development of mental and moral faculties.
5	....	Drawing, perforating, sewing, weaving, folding, peas work, stick and ring laying, tablets, &c.	All the usual appliances	Excellent.
5	40	Drawing, perforating, embroidery, weaving, folding, peas work, and modelling.	Fröbel's gifts, ruled tables, chairs, piano, pictures, plants, &c.	A marked improvement in the digestive and nervous development, and consequent quickening of the mental faculties.
5	40	Fröbel's occupations	Fröbel's gifts	Very satisfactory.
5	36	Sewing, weaving, pricking, drawing, stick laying, paper cutting and folding, and modelling.	All material necessary for the occupations.	A gradual yet rapid development of the mental and physical powers.
5	40	Fröbel's occupations	Fröbel's gifts, ruled tables, chairs, piano, plants, &c.	Energy of will and a corresponding energy of body; a power of concentration and a great aptitude for classification.
5	40	......do	The usual appliances	Satisfactory in every respect.
5	40	Construction with building blocks, tablets, sticks, and rings; perforating, embroidery, weaving, folding, drawing, painting, modelling, &c.	Squared tables, low chairs, blocks, tablets, sticks, rings, cards, needles, beads, peas, &c.	All the members of the body are trained: the muscles, the senses, the powers of perception, comparison, memory, patience, obedience, &c.
5	40	Building, stick laying, weaving, perforating, peas work, ring laying, modelling, drawing, &c.	Squared tables, slates, chairs, &c.	Harmonious growth, the body, mind, and soul being equally and symmetrically developed.
5	40	Fröbel's occupations	Fröbel's 18 Kindergarten gifts	Satisfactory.
5	40	......do	Fröbel's gifts	Development of the creative faculties; unforced and harmonious cultivation of intellect, feeling, and action; habits of industry, perseverance, order, regularity, &c.
5	40	Fröbel's occupations, music, gymnastics, &c., and natural history and reading for the advanced class.	The usual Kindergarten material and a piano.	Rapid and encouraging development of the mental and moral faculties.
5	40	Fröbel's gifts and occupations, calisthenics, games, &c.	Fröbel's gifts and materials for various occupations; a piano and all Kindergarten appliances.	Perfectly satisfactory to both parents and teachers.
5	40	Fröbel's occupations	Fröbel's gifts	Excellent.
5	40	Sewing, perforating, weaving, drawing, folding, stick laying, modelling, interlacing, paper cutting and mounting, games, dancing, gymnastics, and oral lessons in German.	Fröbel's gifts, tables, blackboard, piano, pictures, &c.	Fosters habits of obedience, promptness, and neatness; cultivates the taste, develops any latent inventive genius; dancing gives grace of motion and polish of manner, while the gymnastic exercises are a physical improvement.
5	40	Fröbel's occupations	Fröbel's gifts, blocks, sticks, &c.	
6	38	Building, laying figures with tablets, staffs, and rings, perforating, interlacing slats, weaving, sewing, cutting and folding, peas work, &c.	All Kindergarten material...	Beneficial in all respects.

a See memoranda at close of table.

TABLE V.—*Statistics of Kindergärten for* 1877; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
19	Bates Street Kindergarten No. 18. *a*	Lewiston, Me. (box 512).	1875	Grace M. Crosby	0	19	4–8	5
20	Miss Williams' Kindergarten.	Baltimore, Md. (193 North Eutaw street).	1874	E. Otis Williams	1	13	3–8	3
21	Mount Vernon Institute Kindergarten.*	Baltimore, Md. (46 Mt. Vernon place).	1874	Mrs. Wilhelmine O'Donnell.	1	15	3–8	3
22	Mrs. Voigt-Hiehle's German-American Kindergarten.	Baltimore, Md. (263 Lexington avenue).	1875	Mrs. Louisa Voigt.....	0	12	4–7	4
23	Patterson Park Kindergarten.	Baltimore, Md. (21 S'th Broadway).	1877	Misses French and Randolph.	3	8	3–8	4
24	Chauncy Hall School Kindergarten.*	Boston, Mass. (259 and 265 Boylston street).	1874	Alice E. Balch.........	....	10	3½–7	....
25	Kindergarten	Boston, Mass. (28 Mt. Vernon street).	1871	Miss Nina Moore......	....	11	3–6	3
26	Private Kindergarten.*	Boston, Mass. (52 Chestnut street).	1873	Mary J. Garland and Rebecca J. Weston.	1	26	3–6	3
27	Public Kindergarten ..	Boston, Mass. (corner Somerset and Allston streets).	1870	Lucy H. Symonds	1	36	3–6	3
28	South End Kindergarten.	Boston, Mass. (154 West Concord street).	1873	Mrs. A. E. Gardner	3	18	3–7	4
29	Free Kindergarten	Cambridge, Mass. (Concord avenue).	1877	Helen Willson	0	22	3–7	3
30	Fröbel Kindergarten ..	Cambridge, Mass. (172 North avenue).	1875	Mrs. S. L. Cook	....	10	3–5	3
31	Kindergarten	Cambridge, Mass. (62 Brattle street).	......	Misses Macy and Bancroft.	....	....	......	....
32	Kindergarten	Cambridge, Mass. (Winthrop street).	......	Miss Baxter	....	....	......	....
33	Florence Kindergarten.	Florence, Mass. (Pine street).	1876	Mrs. A. R. Aldrich	4	52	2–5	3
34	Kindergarten of Waltham New Church School.	Waltham, Mass	......	....	....	....	......	....

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* From Report of the Commissioner of Education for 1876.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	**10**	**11**	**12**	**13**
5	39	Building, laying figures with staffs, tablets, and rings, sewing, weaving, perforating, folding and cutting, interlacing, and peas work.	All Kindergarten material, books of games, &c.	The children are benefited physically by games; they gain rapidly ideas of color, proportion, beauty, &c., and soon learn to express their thoughts correctly.
5	40	Fröbel's occupations and reading and writing for the older children.	Fröbel's Kindergarten gifts..	Such awakening and developing of the faculties of the child as enable it to make more rapid and intelligent progress in regular school studies than is possible without Kindergarten training.
5	35	Plaiting, weaving, drawing, singing, modelling, embroidering, &c.	Fröbel's gifts, charts, chromos, and appliances for calisthenics.	The physique is developed, the mind is trained for observation, the perceptive faculties are quickened, &c.
5	52	Kindergarten occupations, drawing, object lessons, &c.	Slats, blocks, pictures, books, paper, card board, &c.	Attaches children to school; engenders a love for books, for regularity and order, freedom, and justice.
5	40	Fröbel's gifts and occupations; also singing in German and English, marching, games, calisthenics, object lessons, and the study in German and English of poetry suited to the age of the children.	Fröbel's gifts, tables, seats, pictures, ornaments, and a piano.	The children are strong and healthy in body, with habits of observation and thought, and trained memories.
5	38	Kindergarten occupations	All of the best and most recent apparatus and appliances.	Excellent.
5	32	Fröbel's occupations, and any which insure quickness of observation, skill of hand, taste of invention and ingenuity, and are at the same time adapted to the children's powers, and the Kindergärtner's purposes and methods.	Balls, blocks, staffs, tablets, blackboards, squared tables, &c.	Favorably develops the physical and mental powers.
5	36	Building, staff laying, drawing, weaving, sewing, &c.	Kindergarten material	Generally very satisfactory.
5	40	Building, stick laying, drawing, card sewing, weaving, modelling, object lessons, &c.	Fröbel's gifts	Harmonious development, physical, mental, and moral.
5	36	All of Fröbel's occupations....	All Kindergarten apparatus and appliances.	Do.
6	40	Building, stick and ring laying, sewing, weaving, modelling, painting, drawing, &c.	Squared tables, chairs, slates, and all material necessary for the occupations.	It strengthens physically, makes the movements agile and graceful, quickens the powers of observation and judgment, and cultivates ease in expression of thought.
5	40	Building, laying of sticks, tablets, and rings, drawing, weaving, paper folding, sewing, perforating, and modelling.	Squared tables, seats, plants, and other Kindergarten material.	Very satisfactory.
....	....			
....	....			
5	41	Block, ring, and stick laying, weaving, sewing, folding, pricking, clay modelling, &c.	All of Milton Bradley's Kindergarten gifts.	The children are healthy and happy, and their powers of observation and expression are rapidly and naturally developed.
....	....			

a See memoranda at close of table.

TABLE V.—*Statistics of Kindergärten for* 1877; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
35	Kindergarten	Yarmouthport, Mass ..	1872	Alice Matthews	0	10	3–7	3
36	Kindergarten of German-American Seminary.	Detroit, Mich. (251 E. Lafayette street).	1867	Auguste Hinze.........	0	30 to 58	3–6	3½
37	Grand Rapids Kindergarten.	Grand Rapids, Mich. (55 Bostwick street).	1874	Miss Mary D. Hyde....	0	18	3–8	3
38	The Misses Bacon's Kindergarten.	Grand Rapids, Mich. (54 Jefferson avenue).	1876	E. E. Bacon.............	1	28	3–8	3
39	Kindergarten	Minneapolis, Minn. (corner Third avenue south and Sixth st.).	......	Mrs. Hunter	....	....	......	....
40	Kindergarten of Norwood Hall.*	St. Paul, Minn. (67 Irvine Park).	1876	Annie Louise Tarbell..	....	20	3–6	4½
41	St. Paul Kindergarten.	St. Paul, Minn. (36 Iglehart street).	1870	Mrs. M. W. Brown.....	6	50	4–7	4
42	Bates A. M. Kindergarten.	St. Louis, Mo. (corner Bates and Collins streets).	1876	Mollie A. Clark.........	2	68	3–7	3
43	Bates P. M. Kindergarten.*	St. Louis, Mo. (corner Bates and Collins streets).	1876	Sarah L. Tiffin..........	3	48	3–6	2½
44	Carroll A. M. Kindergarten.	St. Louis, Mo. (corner Carroll and Buell streets).	1875	Sallie A. Shawk	5	58	5–7	3
45	Carroll P. M. Kindergarten.	St. Louis, Mo. (corner Carroll and Buell streets).	1875	......do	2	58	5–7	2½
46	Clay A. M. Kindergarten.	St. Louis, Mo. (corner Tenth and Farrar streets).	1876	Cornelia E. Chippendale.	4	52	3–6	3
47	Clay P. M. Kindergarten.	St. Louis, Mo. (corner Tenth and Farrar streets).	1876	Maggie Gorman.......	4	60	4–7	2¼
48	Divoll A. M. Kindergarten.	St. Louis, Mo. (Dayton street).	1874	Mary H. Waterman ...	6	70	3–7	3
49	Divoll P. M. Kindergarten.	St. Louis, Mo. (Dayton street).	1874	Miss Kate Sayers	4	70	4–7	3
50	Eads A. M. Kindergarten.*	St. Louis, Mo. (corner Fifteenth and Pine streets).	1876	Mrs. Clara B. Hubbard.	7	50	4–6½	3
51	Eads P. M. Kindergarten.*	St. Louis, Mo. (corner Fifteenth and Pine streets).	1876	Mary L. Shirley	5	45	5–6½	2¾
52	Everett A. M. Kindergarten. *	St. Louis, Mo. (1410 N. Eighth street).	1874	Kate H. Wilson	5	45	4–7	3
53	Everett P. M. Kindergarten.*	St. Louis, Mo. (1410 N. Eighth street).	1874	Ruth M. J. Graham....	3	41	4–7	2½
54	Franklin P. M. Kindergarten.	St. Louis, Mo. (corner Eighteenth street and Lucas avenue).	1875	Maggie H. Holland....	3	40	3–7	3
55	Hamilton A. M. Kindergarten.*	St. Louis, Mo. (Twenty-fifth and Davis sts.).	1875	Susie M. Simmons.....	5	55	3–7	3
56	Peabody A. M. Kindergarten.	St. Louis, Mo. (corner Carroll and Second Carondelet avenue).	1876	Laura Fisher...........	5	60	5–7	3

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* From Report of the Commis

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	**10**	**11**	**12**	**13**
6	36	Fröbel's occupations	All necessary appliances for teaching Fröbel's system.	It quickens the perceptive faculties, gives nicety of touch, and promotes a healthy growth of body and mind.
5	44	Douai's gifts and occupations	Fröbel's Kindergarten gifts	Harmonious and natural development of mind and body.
5	40	All of Fröbel's occupations	....	Very satisfactory in most cases.
5	40	Fröbel's occupations	All furnished by Steiger	Admirable.
....	....			
5	40	Kindergarten occupations, singing, dancing, and calisthenics.	The usual ones	Promotes healthy development of body and brain.
5	40	All of the Fröbel occupations, with object lessons from nature and first lessons in geography taught with sand and water.	Fröbel's gifts, ruled tables, globes, chairs, blackboards, a piano, birds, plants, &c.	The physique is developed, the perceptive faculties are quickened, and mind and body both benefited.
5	....	Modelling, peas work, folding, perforating, sewing, slat work, making mats, &c.	All of the best and most recent apparatus and appliances.	Very beneficial and satisfactory.
5	52	Sewing, modelling, weaving, drawing, stick and ring laying, perforating, &c.	Gifts beginning with ball	Very good physically, and the powers of thinking and seeing are quickened.
5	40	Those recommended by Fröbel	Those given by Fröbel	Most excellent and satisfactory.
5	40	......do	......do	Do.
5	40	Perforating, sewing, drawing, folding, paper cutting and combining, interlacing, peas work, and modelling.	Balls, cubes, square and triangular tablets, sticks, rings, &c.	Very excellent both for physical and mental development.
5	40	Gift exercises, pricking, sewing, weaving, stick laying, singing, games, object lessons, modelling, and peas work.	All the materials necessary for their occupations, squared tables, rings, plates, cups, &c.	A development and strengthening of the muscles as well as of the mental faculties.
5	40	Those recommended in the Fröbel system.	Tables, chairs, and material for occupations.	Harmonious development of physical, mental, and moral nature.
5	40	......do	......do	Do.
5	40	Perforation, sewing, mat weaving, drawing, paper folding and cutting, interlacing, peas work, &c.	Eight gifts, mats, needles, paper, clay, peas, sticks, modelling tools, &c.	It makes the children active and graceful, cheerful, generous, and observing.
5	40	Perforating, sewing, mat weaving, drawing, paper folding and cutting, peas work, modelling, &c.	Eight gifts, mats, needles, paper, worsted, clay, peas, sticks, &c.	Good physically, and as a preparation for common schools.
5	40	Fröbel's system	Fröbel's materials	Good.
5	40	......do	......do	Do.
5	40	Modelling, peas work, perforating, weaving, sewing, paper cutting and folding, drawing and gift lessons.	Those necessary for the occupations.	
5	40	Fröbel's occupations.		
5	40	Those recommended by Fröbel, weaving, sewing, folding, &c.	Those used by Fröbel	Excellent in every way, strengthening and highly developing.

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TABLE V.—*Statistics of Kindergärten for* 1877; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils. Number of.	Pupils. Between the ages of—	Number of hours taught daily.
	1	2	3	4	5	6	7	8
57	Peabody P. M. Kindergarten.	St. Louis, Mo. (corner Carroll and Second Carondelet avenue).	1876	Lizzie J. Hart	4	60	4–8	2
58	Pope A. M. Kindergarten.*	St. Louis, Mo. (corner Laclede and Ewing streets).	1877	Rebecca H. Woodson	6	65	4–7	3
59	Pope P. M. Kindergarten.*	St. Louis, Mo. (corner Laclede and Ewing streets).	1877	do	4	56	4–7	3
60	Webster A. M. Kindergarten.	St. Louis, Mo. (corner Eleventh and Jefferson streets).	1875	Nora H. Dorn	3	75 to 90	4–7	3
61	Webster P. M. Kindergarten. *	St. Louis, Mo. (1905 Washington street, Carr place).	1875	Ida May George	5	62	4–7	2½
62	Kindergarten *	Manchester, N. H. (587 Union street).	1876	Miss M. A. Lund	....	12	3–7	3
63	Private Kindergarten*.	Manchester, N. H. (corner Main and Temple streets).	1874	Anna Held	2	18	3–7	3
64	Kindergarten	Camden, N. J	......	Miss Minnie C. Morton.	....	....	......	....
65	Kindergarten department of public school.	Carlstadt, N. J	1875	Augusta Lawrenz	0	50	5–7	4½
66	Kindergarten	Englewood, N. J. (box 219).	1877	Miss A. B. Nichols	0	10	3–9	3
67	Kindergarten of Hackensack Academy.	Hackensack, N. J	1874	Miss K. E. Poor	0	6–25	4–8	3½
68	Kindergarten	Hoboken, N. J	......	Miss Renee	....	....	......	....
69	Kindergarten of Hoboken Academy.	Hoboken, N. J. (Fifth st., between Meadow and Willow streets).	1861	Miss Louise Luther	1	45	4–7	4½
70	Kindergarten of the German, English, and French Academy.	Hoboken, N. J. (272 Bloomfield street).	1872	Miss Bella Klingsöhr	1	16	3–7	5
71	Kindergarten of the Martha Institute.	Hoboken, N. J. (corner Sixth street and Park avenue).	1873	Miss Magdalena Horeis	....	30	4–6	5
72	Miss M. S. Schmidt's Kindergarten.	Hoboken, N. J. (352 Bloomfield street).	1875	Miss A. Kamm	....	20 to 30	4–7	4½
73	Montclair Kindergarten.	Montclair, N. J	1872	Miss Annie E. Hawes.	1	20 to 25	3–7	3
74	Kindergarten	Morristown, N. J. (South street).	1875	Miss E. F. R. Campbell.	1	20	4–7	3½
75	Kindergarten of St. Peter's Parish School.	Newark, N. J. (21 Livingston street).	1871	Sister Mary Magdalene	2	85	3–7	5

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* From Report of the Commis

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	40	Pricking, sewing, folding, weaving, cutting, stick laying, gift exercises, modelling, and peas work.	Those used by Fröbel	It strengthens the body, exercises the senses, and develops all the faculties in a natural manner.
5	40	Pricking, sewing, weaving, folding, peas work, stick laying, modelling, &c.	Balls, cubes, angles, squares, sticks, &c.	Health and vigorous condition of body and mind.
5	40	do	do	Do.
5	40	Pricking, sewing, drawing, weaving, interlacing, folding, cutting, peas work, modelling, &c.	Paper, zephyr worsted, cardboard, needles, sticks, peas, clay, &c.	The muscles are harmoniously developed and the child is brought into a sympathy with man and nature which early teaches him to think and act for himself.
5	40	Weaving mats, sewing, pricking, drawing, folding, pasting, object lessons, games, &c.	Squared tables, chairs, plates, rings, baskets, blackboards, &c.	Mental and physical development according to natural laws.
6	40	The usual occupations	Fröbel's gifts.	
6	43	The usual Fröbel occupations.	Fröbel's gifts, minerals, stuffed birds and animals, pictures, plants, and flowers.	Salutary.
....	....			
5	44	Fröbel's occupations and preparatory exercises for reading, writing, and arithmetic.	Fröbel's gifts, pictures, piano, slates, &c.	It is a healthy and harmonious development of body, mind, and soul.
5	40	Weaving, pricking, sewing, games, gymnastics, drawing, modelling, paper cutting, mounting, folding, and interlacing.	Fröbel's gifts, balls, cubes, cylinders, tablets, sticks, rings, a blackboard, &c.	Do.
5	40	Calisthenics, marching, drawing, weaving, modelling, writing, reading, spelling, arithmetic, object lessons, &c.	Dumb bells, worsteds, mats, slates, sticks, cubes, triangles, cases for specimens, &c.	The awakening and expanding of the perceptive and reflective powers, and the strengthening and developing of the physical.
....	....			
6	44	Fröbel's occupations	Fröbel's gifts	Beneficial in every respect.
5	44	Fröbel's occupations, paper folding, weaving, modelling, drawing, singing, building, &c.	do	Healthful to mind and body.
5	44	The usual Kindergarten occupations and elementary branches in German and English.	The usual Kindergarten apparatus and toys.	Habits of obedience, kindness to each other, and a thorough preparation for primary class instruction.
5	44	Fröbel's occupations	Fröbel's gifts.	
5	40	The usual Kindergarten occupations.	Fröbel's gifts and materials.	Develops originality, dexterity, powers of observation, habits of order and neatness, and quickens the perceptive faculties.
5	40	Building, stick, ring, and tablet laying, perforating, weaving, embroidering, peas work, paper folding and cutting, drawing and painting, games, gymnastics, exercise songs, &c.	Fröbel's gifts, squared tables, blackboards, drawing books, apparatus for teaching color and form, natural history charts, &c.	Excellent.
5	48	All of Fröbel's occupations, peas work, singing, gymnastics, &c.	All of Fröbel's gifts, cubes, blocks, gymnastic apparatus, &c.	Beneficial to mind and body.

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TABLE V.—*Statistics of Kindergärten for* 1877; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
76	Kindergarten of the German - American Elementary and Real School.	Newark, N. J. (19 Green street).	1872	Herrmann Schuricht, director.	3	75	4–7	5
77	Kindergarten of the Twelfth Ward German-English School.	Newark, N. J. (Niagara street).	1874	Mary C. Beyer	1	56	3–7	5
78	Fröbel's Kindergarten, St. Agnes School.	Albany, N. Y. (Elk street).	1876	Miss Mary C. Peabody	....	16	4–7	3
79	Miss Helen Hart's Kindergarten.	Auburn, N. Y. (box 525).	1876	Miss Helen E. Hart....	2	14	3–7	3
80	Brooklyn Fröbel Kindergarten.	Brooklyn, N. Y. (22 First Place).	1877	Misses Mary and Elizabeth Sharpe.	1	17	3–8	3
81	Columbian Kindergarten.	Brooklyn, N. Y. (209 Clinton avenue).	1872	Mrs. A. W. Longfellow	2	30	3–7	3–4
82	Fröbel Kindergarten..	Brooklyn, N. Y. (398 Adelphi street).	1877	Miss Lena Schroeder..	....	8	3–7	3½
83	Kindergarten	Brooklyn, N. Y. (360 State street).	1873	Miss E. Christiansen..	2	20	3–7	5
84	Kindergarten of Lockwood's New Academy.*	Brooklyn, N. Y. (139 S. Oxford street).	1870	Miss Celina Coughlin .	0	17	3–7	3
85	Miss A. M. Anderson's Kindergarten.	Brooklyn, N. Y. (175 St. James Place).	1876	Miss Annie M. Anderson.	1	16	3–7	3
86	Kindergarten of the Poppenhusen Institute.	College Point, N. Y....	1871	E. V. Briesen	1	110	3–6	5
87	Dansville Seminary Kindergarten.*	Dansville, N. Y. (corner Liberty and Elizabeth streets).	1876	Mrs. E. S. Brodt	1	55	3–9	4
88	Miss Devereux's Kindergarten.	Irvington-on-the-Hudson, N. Y. (Main st.).	1875	Mrs. S. S. Ropes	0	12	3–7	3
89	American Kindergarten.	New York, N. Y. (33 West Forty-fifth street).	1860	Miss E. M. Coe	5	40 to 50	3–10	4
90	Kindergarten	New York, N. Y. (241 East One Hundred and Nineteenth street).	1877	Miss Mathilde Becker.	1	18	3–7	4
91	Kindergarten of Moeller Institute.	New York, N. Y. (336 West Twenty-ninth street).	1872	Miss Caroline Hoffmann.	....	27	4–7	5
92	Kindergarten of Mrs. Froehlich's School.	New York, N. Y. (28 East Fiftieth street).	1874	Miss Ida Stieglitz.....	1	32	4–7	4

*From Report of Commis

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Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	48	All of Fröbel's occupations, and, for the older children, singing, drawing, object lessons, gymnastics, and geometrical combinations.	Fröbel's gifts, pictures, plants, piano, &c.	Very beneficial.
5	50	Object lessons, movement plays, building, tablet, staff, and ring laying, drawing, perforating, embroidering, weaving, interlacing, paper folding, peas work, modelling, &c.	Pictures, plants, minerals, tablets, staffs, rings, and any other material necessary for the occupations.	The mind is awakened and trained, the inventive powers are called into action, and the child learns to express his thoughts with ease.
5	36	Drawing, building, weaving, sewing, stick and ring laying, pricking, &c.	....	Most excellent.
5	40	Building, stick, ring, and tablet laying, drawing, interlacing, peas work, gymnastics, and singing.	Kindergarten tables, boxes of all the gifts, slates, &c.	Very satisfactory.
5	36	All the Fröbel gifts and occupations; gymnastic exercises, German, French, and English poetry suitable for children.	All necessary for the occupations.	Not possible to determine in one year's experience.
5	38	Fröbel's occupations	Fröbel's gifts and materials, cabinet and museum of natural history.	Healthy and natural development in all respects.
5	38	Fröbel's occupations	Fröbel's gifts	Excellent.
5	40	Weaving, drawing, playing, singing, modelling, sewing, and the elementary branches in English and German.	....	The mental and moral natures are developed and strengthened, and the child thoroughly prepared for the elementary grade of any school.
5	40	All the occupations of the Fröbel system.	Building blocks, weaving materials, cardboard, letters, triangles, charts, &c.	Excellent.
5	36	Weaving, building, paper cutting and folding, sewing, pricking, drawing, modelling, peas work, &c.	All Kindergarten material...	The child becomes strong and graceful, polite and thoughtful; its inventive powers are developed, and knowledge eagerly sought.
6	47	Fröbel's occupations	....	Excellent in every respect.
5	44	Singing, games, gymnastics, oral instruction, map and figure drawing, &c.	Toys, games, blackboards, map board, Fröbel's gifts, &c.	Quickness in learning, grace of movement, &c.
5	36	Fröbel's occupations	All Kindergarten material...	Its developing power upon the mind is astonishing and delightful to any sincere lover of children or of true education.
5	40	Block building, weaving, stick and ring laying, peas work, designing and drawing, making books without words, modelling, learning the alphabets of color and form, perforating, &c.	All the material necessary for the occupations.	Satisfactory in every respect.
5	48	Fröbel's occupations	Fröbel's gifts	Beneficial to mind and body.
5	44	The usual occupations	The usual materials	Excellent.
5	39	Lessons and occupations of the Fröbel system.	Fröbel's gifts, gymnastic apparatus, piano, plants, &c.	It strengthens the body, exercises the senses, employs the mind, &c.

TABLE V.—*Statistics of Kindergärten for* 1877; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
93	Kindergarten of the German-American School of the Nineteenth Ward.	New York, N. Y. (244 East Fifty-second street).	1869	Peter Stahl	1	57	4–6	5
94	Miss Jandon's Kindergarten.	New York, N. Y. (32 East Thirty-first street).	......	......	....	....	......	....
95	Mrs. Smuller's Kindergarten.	New York, N. Y. (Fifth avenue, southeast corner One Hundred and Twenty-sixth street).	1873	Miss A. M. Smuller	3	15	3–7	4
96	Normal Training School for Kindergartners and Model Kindergarten.	New York, N. Y. (9 West Twenty-eighth street).	1872	Prof. John Kraus and Mrs. Maria Kraus-Bölte.	5	60	3–7	3½–4
97	Kindergarten der Rochester Realschule.	Rochester, N. Y. (7 and 9 Mortimer street).	1872	Hermann Pfaefflin	1	25	4–7	5½
98	Mrs. A. Hollister's Kindergarten.*	Syracuse, N. Y. (620 Chestnut street).	1877	Mrs. A. Hollister	....	8	......	....
99	Kindergarten of Seamen's Orphan Asylum.	West New Brighton, N. Y. (box 65).	1874	Miss C. M. Thompson	....	30	3–7	3
100	Kindergarten of Cincinnati Wesleyan College.	Cincinnati, Ohio (Wesley avenue).	1876	Elizabeth A. Mellick	....	10	3–8	3
101	Miss Helene Goodman's Kindergarten.	Cincinnati, Ohio (87 West Seventh street).	1877	Miss Helene Goodman.	1	15	3–7	3
102	Brook's School Kindergarten.	Cleveland, Ohio (Sibley street).	1875	Emma F. Read	2	33	3–7	3
103	East Cleveland Kindergarten. *a*	Cleveland, Ohio	1877	......	....	....	......	....
104	Trinity Kindergarten*	Toledo, Ohio (corner St. Clair and Adams streets).	1875	Miss Cornie S. Parker.	1	20	3–7	3
105	Kindergarten of the Ohio Central Normal School.	Worthington, Ohio	1876	Mrs. A. B. Ogden	0	11	3–7	3
106	American Kindergarten.	Germantown, Pa. (4840 Main street).	1876	Miss Ada M. Smith	....	12	3–9	4
107	Germantown Kindergarten.	Germantown, Pa. (corner Mill and Main streets).	1874	Miss Marianna Gay	1	14	3–6	3
108	American Kindergarten of Philadelphia Seminary.	Philadelphia, Pa. (719 Brown street).	1877	Mrs. Sarah T. Price	....	14	3–7	3
109	German-American Kindergarten.	Philadelphia, Pa. (23 South Nineteenth st.).	1874	Miss Anna Bennett	2	11	3–8	3½
110	Kindergarten*	Philadelphia, Pa. (1527 Spruce street).	......	Miss Dewing	....	....	......	....
111	Kindergarten	Philadelphia, Pa. (1333 Pine street).	1874	Mrs. M. L. Van Kirk	2	33	3–7	3

* From Report of the Commissioner of Education for 1876.

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	54	All of Fröbel's occupations; light gymnastics, &c.	Object pictures, imitations of animals, light staves, wooden bells, &c.	Thorough preparation for the lowest elementary grade of the school.
....	....			
5	40	Fröbel's occupations, with the more advanced occupations, and reading, spelling, and writing for the older children.	Fröbel's gifts, appliances for calisthenics, piano, organ, &c.	A healthy and harmonious development of both body and mind.
5	38	Fröbel's occupations, gymnastic games, songs, stories, garden work, care of domestic animals.	Fröbel's gifts, plants, museum and cabinet.	Harmonious development. It teaches combination of knowing with doing.
5	48	Object lessons, singing, drawing, sewing, gymnastics, exercises of memory, paper folding and weaving.	Ruled slates, blocks, balls, colored mats, scissors, sticks, &c.	Promotes physical and mental development.
....	....	Fröbel's occupations	Fröbel's gifts.	
5	48	......do	......do	Very beneficial.
5	28	Fröbel's occupations, weaving sewing, peas work, drawing, painting, and modelling.	A complete set of materials..	Improved physical condition and strengthened intellects.
5	40	All of Fröbel' gifts and occupations.	Fröbel's gifts	Training the awakening powers of a child's mind in a natural and healthy manner, and strengthening his threefold nature.
5	36	All of Fröbel's occupations....	A full set of the ordinary apparatus and furniture, blackboards, globes, prisms, &c.	Admirable in every respect, and an excellent means of insuring superior application to after studies.
....	....			
5	40	....	Fröbel's gifts	Excellent.
5	45	Building, sewing, stick, ring, and tablet laying, weaving, pricking, folding, peas work, and modelling.	The usual Kindergarten material, piano, birds, flowers, pictures, &c.	Growth in every direction.
5	40	Fröbel's occupations, lessons in color, form, natural history, reading, writing, spelling, poetry, singing, and calisthenics.	Miss Coe's Kindergarten material, cabinet containing specimens of natural history, piano, &c.	The body is strengthened, habits of concentration and obedience formed, conversational powers developed, &c.
5	40	Modelling, sewing, weaving, drawing, peas work, pricking, paper folding, making figures with rings, cubes, triangles, &c.	Many of Fröbel's gifts, piano, blackboard, plants, birds, tables, pictures, illustrations of the animal, vegetable, and mineral kingdoms, &c.	Command of powers of body and mind, strength, agility, and grace of body, accuracy in the use of senses, refinement of imagination, ease and exactness in the use of language.
5	40	The 1st, 2d, and 3d gifts, the square tablets of the 7th gift, drawing, sewing, weaving, pricking, modelling, interlacing, &c.	A ruled blackboard, squared tables, small chairs, &c.	Habits of attention and order are gained and the moral effect is excellent.
5	36	All of Fröbel's occupations, weaving, sewing, pricking, drawing, working in clay, &c.	Fröbel's gifts, blocks, balls, slats, planes, &c.	Good.
....	....			
5	40	All of Fröbel's occupations....	All Kindergarten material, tables, chairs, blackboards, plants, birds, &c.	A development mentally and physically and a superior preparation for the advanced class.

a Was a branch of the Brook's School Kindergarten and has now become a part of it.

TABLE V.—*Statistics of Kindergärten for* 1877; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
112	Miss Fannie M. Schleigh's Kindergarten.	Philadelphia, Pa. (Eighteenth street and Girard avenue).	1877	Miss F. M. Schleigh	3	32	3–11	4
113	Normal Training School for Kindergarten Teachers.	Philadelphia, Pa. (Fifteenth and Race streets).	1877	Miss Ruth R. Burritt	....	....	......	....
114	Miss Wilson's Kindergarten.	Pittsburgh, Pa. (36 Sixth street).	1875	Miss C. B. Morehouse	1	26	3–7	3
115	Kindergarten at the Normal Academy of Music.	Reading, Pa. (corner Eighth and Penn sts.).	1877	Miss Alice Alcott	....	20	3–7	3½
116	West Philadelphia Kindergarten.	West Philadelphia, Pa. (4301 Spruce street).	1876	Miss Mary J. Rider	1	20	3–8	3½
117	Private Kindergarten.	Wilkes-Barre, Pa. (River street).	1874	Miss Bertha Voss	0	25	3–7	5
118	Williamston Female College Kindergarten.	Williamston, S. C	1876	Miss Franciade Wagner.	1	24	5–9	2
119	First English Kindergarten.	Milwaukee, Wis. (Tenth street).	1876	Mrs. Eudora Hailmann	2	25 to 40	3–8	3
120	Kindergarten der Nordwest Seite.	Milwaukee, Wis	1874	Pauline Schinekel	1	60	3–7	5
121	Kindergarten of German and English Academy.*	Milwaukee, Wis. (635 Broadway).	1873	W. N. Hailmann	3	54	3–8	4–5
122	Milwaukee English Kindergarten.	Milwaukee, Wis. (493 Jefferson street).	1875	Mrs. Charles H. Clarke	2	45	3–7	4
123	South Side Kindergarten.*	Milwaukee, Wis. (Greenbush street).	1874	Ida Beckley	1	40	3–7	5½
124	West Side Kindergarten.*	Milwaukee, Wis. (corner Prairie and Seventh streets).	1874	Miss Louise T. D. Dethloffs.	2	60	3–7	5
125	Misses Perley's Kindergarten.	Washington, D. C. (509 Fourth street).	......	Miss L. Emeline Brown	0	10	3–7	3
126	Misses Pollock and Noerr's German-American Kindergarten.	Washington, D. C. (1127 Thirteenth st., n. w.).	1875	Misses Pollock and Noerr.	4	50	3–12	4½
127	National Kindergarten and Primary School.	Washington, D. C. (929 Eighth street).	1875	Mrs. Louise Pollock	3	36	3–10	4½
128	Select School and Kindergarten.	Washington, D. C. (800 Eighteenth st., n. w.).	1875	Miss A. D. Merrill and Miss B. C. Graves.	1	70	3–16	4½
129	Washington Female Seminary Kindergarten.	Washington, D. C. (1023 Twelfth street, n. w.).	1873	H. N. Douglas	....	20	4–9	5

* From Report of the Com

inquiries by the United States Bureau of Education—Continued.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	40	Singing, lessons in color and form, gymnastics, simple lessons in English and German, blackboard exercises, drawing, classification of objects in the three kingdoms, &c.	Flowers, birds, fishes, pictures, and the twenty gifts of Fröbel.	Improved physical condition, a strengthening of the perceptive and reflective powers, and a careful cultivation of the heart.
....	....			
5	36	The gifts, occupations, and gymnastics designed by Fröbel.	All the material necessary for Fröbel's occupations, piano, &c.	Habits of application and close observation, promotes a vigorous growth of the intellect, with remarkable practical development of the moral nature.
5	40	Fröbel's occupations	Fröbel's gifts	Promotes harmonious development of all faculties.
5	40	Fröbel's occupations, building, stick and tablet laying, drawing, sewing, weaving, &c.	Fröbel's gifts, chairs, squared tables, plants, &c.	It cultivates a regard for the rights of others, renders them accurate in intellectual occupations and cheerful in disposition.
6	42	The usual occupations and German lessons.	Fröbel's gifts	A healthy development of mind and body.
5	40	Fröbel's 1st, 2d, 3d, 4th, 5th, 9th, 10th, 11th, 12th, 14th, 15th, and 16th gifts.	All necessary for the occupations.	Good beyond our most sanguine hopes.
5	40	Weaving, folding, interlacing, drawing, perforating, building, peas work, modelling, singing, gymnastics, &c.	Balls, blocks, slates, peas, wax, clay, charts, blackboards, plants, pictures, fish, birds, &c.	Improved physical and nervous condition, a cultivation of the powers of observation and expression, and a capacity to appreciate and enjoy whatever is beautiful in nature.
6	50	Stick laying, network, drawing, weaving, pricking, embroidering, peas work, ring laying, paper folding, and gymnastics.		
6	44	Usual Kindergarten occupations.	Fröbel's gifts and Müller's tablets.	
5	40	All of Fröbel's gifts and occupations.	Piano, aquarium, flowers, birds, stuffed animals, and other attractions.	It is the education of hand, head, and heart.
5	48	....	The first fourteen gifts	Very good.
6	49			
5	40	Modelling, sewing, weaving, 1st, 2d, and 3d gifts, object lessons, gymnastics, drawing, and the care of plants.	Kindergarten tables, chairs, slates, and natural objects.	Development of the threefold nature of the child.
5	40	All Kindergarten occupations and gifts by which they are taught to reason and reflect through the use of their bodily senses and their mental and spiritual perceptions.	Fröbel's gifts and objects for teaching form, color, and number, and pictures illustrative of natural history, of art, of physiology, &c.	Excellent in every respect.
5	40	Fröbel's occupations with singing and primary instruction for children over six years.	All necessary for the occupations, ruled blackboards, squared tables, natural history charts, &c.	Improved physical and nervous condition, skill of hands, habits of exactness, order, and cheerful obedience.
5	40	All of Fröbel's gifts and occupations.	All the usual apparatus and materials for calisthenics.	Each occupation and game has its special educational value; each is addressed to the gradual and healthy development of some part of the child's nature.
5	40	Object lessons, weaving, perforating, marching, singing, calisthenics, &c.		

Commercial colleges and Kindergärten from which no information has been received.

Name and location.

1. COMMERCIAL COLLEGES.

Commercial department of Southern University, Greensboro', Ala.
Art and Business College, Sacramento, Cal.
Pacific Business College, San Francisco, Cal.
Bloomington Business University, Bloomington, Ill.
Western Business College, Leavenworth, Kans.
Dolbear's Commercial College, New Orleans, La.
Comer's Commercial College, Boston, Mass.
Spalding's Commercial College, Kansas City, Mo.
Parson's Commercial College, Louisiana, Mo.
Bryant & Stratton Business College and Telegraphic Institute, Syracuse, N. Y.
Mount Union Business College, Mount Union, Ohio.
Iron City College, Pittsburgh, Pa.
Dolbear's Commercial College, Nashville, Tenn.
Morgan Business College, Salt Lake City, Utah.

2. KINDERGÄRTEN.

Home Kindergarten, Sacramento, Cal.
Miss J. Baldwin's Kindergarten, Bridgeport, Conn.
Kindergarten of Mrs. Brooks's School, Newton Centre, Mass.
Franklin A. M. Kindergarten, St. Louis, Mo.
Hamilton P. M. Kindergarten, St. Louis, Mo.
Humboldt A. M. Kindergarten, St. Louis, Mo.
Humboldt P. M. Kindergarten, St. Louis, Mo.
Carondelet A. M. Kindergarten, South St. Louis, Mo.
Carondelet P. M. Kindergarten, South St. Louis, Mo.
Des Pères A. M. Kindergarten, South St. Louis, Mo.
Des Pères P. M. Kindergarten, South St. Louis, Mo.
Kindergarten of Miss Woodward's Seminary, Morristown, N. J.
Beacon Street School Kindergarten, Newark, N. J.
Miss Alston's Kindergarten, Newark, N. J.
Kindergarten of Glens Falls Academy, Glens Falls, N. Y.
Kindergarten of Mrs. Frederic Jonson's School, New York, N. Y.
Volks-Kindergarten, Cincinnati, Ohio.
Mt. Vernon Kindergarten, Philadelphia, Pa.

TABLES IV AND V.—*Memoranda.*

Name and location.	Remarks.
1. COMMERCIAL COLLEGES.	
Commercial department, Eureka College, Eureka, Ill.	Not a distinct department.
Rock Island Business College, Rock Island, Ill.	Closed.
Crescent City Commercial College, Evansville, Ind.	Consolidated with Evansville Commercial College.
College of Business, Irvington, Ind.	See Commercial department of Butler University; identical.
Normal Business College, Brooklyn, N. Y.	Closed.
Williamsburg Business College, Brooklyn, N. Y.	Closed.
Union Business College, Cleveland, Ohio	See Spencerian Business College; identical.
Franklin Business Institute, Columbus, Ohio	Suspended.
Moore's Business College, Piqua, Ohio	Not found.
Long's Business Institute, Philadelphia, Pa.	Closed.
Burgess' Business College, Galveston, Tex.	Closed.
2. KINDERGÄRTEN.	
Kindergarten of Homesworth School, New Haven, Conn. (747 Chapel st.).	Closed.
North Side Kindergarten, Chicago, Ill.. (148 North Dearborn street)	Closed.
The Misses Grant's Kindergarten, Chicago, Ill. (130 North Dearborn st.).	Closed.
Kindergarten of Georgetown Female Seminary, Georgetown, Ky.	Closed.
Bates Street Kindergarten, Lewiston, Me. (94 Park street)	Belongs to the public school system.
Bates Street Kindergarten No. 18, Lewiston, Me. (box 512)	Belongs to the public school system.
Deutscher-Fröbel Kindergarten und Elementarklasse, Baltimore, Md.	See Mrs. Voigt-Hiehle's German American Kindergarten.
Miss Lombard's Kindergarten, Boston, Mass. (21 Hancock street)	Closed.
Follen Street Kindergarten, Cambridge, Mass	Closed.
Mrs. Gardner's Kindergarten, Jackson, Mich	Suspended.
Minneapolis Kindergarten (Mrs. E. R. Holbrook), Minneapolis, Minn.	Has only a short summer term.
Madison A. M. Kindergarten, St. Louis, Mo. (219 Olive street)	Closed.
Madison P. M. Kindergarten, St. Louis, Mo. (219 Olive street)	Closed.
Miss Alexander's Kindergarten, St. Louis, Mo. (1525 Pine street)	Closed.
American Kindergarten (Miss C. G. Hulse), Newark, N. J	Suspended.
Miss Dora Cushman's Kindergarten, Newark, N. J	Closed.
Misses French and Randolph's Kindergarten, New Brunswick, N. J	See Baltimore, Md.
Kindergarten of the Vineland Institute, Vineland, N. J	Closed.
Remsen Street Kindergarten, Brooklyn, N. Y	See Columbian Kindergarten; identical.
Kindergarten of Mrs. Sylvanus Reed's School, New York, N. Y. (8 East Fifty-third street).	Closed.
Kindergarten of the German-American School (Miss Becker), New York, N. Y. (159 East Eighty-fifth street).	See Kindergarten (241 East 119th street).
Miss Wright's Kindergarten, Poughkeepsie, N. Y	Closed.
Centennial Kindergarten, (Miss Ruth R. Burritt), Philadelphia, Pa	See Normal Training School for Kindergarten Teachers.
Kindergarten (Miss Stuke), Philadelphia, Pa., (447 North Seventh st.).	Removed; not found.
Langton's Kindergarten, Philadelphia, Pa	Disposed of to Miss Minnie C. Morton, Camden, N. J.
East Side Kindergarten, Milwaukee, Wis	Closed.
Irving Place Kindergarten, Washington, D. C	Closed.
Kindergarten of Miss Osborne's School, Washington, D. C. (943 M st.)	Closed.
Miss Hooper's Kindergarten, Washington, D. C. (Le Droit Park)	Closed.

TABLE VI.—*Statistics of institutions for secondary instruction for 1877; from replies to inquiries by the United States Bureau of Education.*

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	Andrews Institute	Andrews Institute, Ala	1876	1874	John T. Blakemore, A. M	M. E	3	....	139	88	51	129	10	....	....	....	....	....
2	Wilcox Female Institute	Camden, Ala	1850	......	Rev. T. C. M. Golland	Non-sect	2	4	75	15	60	75	....	10	....	....	....	....
3	Greene Springs School	Greene Springs, Ala	0	1847	Henry Tutwiler, LL. D	Non-sect	2	1–2	....	....	....	....	....	....	....	....	....	6
4	La Fayette Male and Female College.	La Fayette, Ala	1850	......	S. J. Meadows	Baptist	1	1	60	35	25	35	15	10	6	....	....	....
5	Germania Institute	Talladega, Ala	......	1875	James Barker	Non-sect	2	1	60	40	20	60	15	20	8	4	6	2
6	Talladega College	Talladega, Ala	1870	1870	Rev. Edward P. Lord, A. M	Cong	10	....	236	(236)		....	....	....	....	....	....	....
7	Park High School	Tuskegee, Ala	0	1859	James F. Park, A. M	Non-sect	3	0	100	100	0	45	50	10	20	...	5	0
8	Evening Shade College*	Evening Shade, Ark	1872	1874	John W. Shaver	Non-sect	....	....	....	....	....	....	....	....	....	....	....	....
9	Greenwood Male and Female Institute.	Greenwood, Ark	1876	1876	A. R. Taff	Non-sect	1	2	70	30	40	60	10	5	8	10	0	2
10	Searcy District High School	Searcy, Ark	1874	1873	John W. Jones, A. M	Meth	2	4	135	70	65	115	20	....	....	....	....	....
11	St. Mary of the Pacific	Benicia, Cal	1871	1870	Rt. Rev. J. H. D. Wingfield, D. D., LL. D.	P. E	3	4	30	0	30	30	6	7	....	....	....	....
12	Mills Seminary for Young Ladies	Brooklyn, Cal	1877	1871	Rev. C. T. Mills, D. D	Non-sect	7	10	200	0	200	186	....	103	....	....	....	....
13	Gilroy Seminary	Gilroy, Cal	0	1868	Sarah M. Severance	Non-sect	0	4	67	22	45	62	2	....	2	2	0	0
14	Immaculate Heart of Mary	Gilroy, Cal	......	1871	Sister Mencia Martarano	R. C.	0	4	59	31	28	....	....	12	....	....	30	....
15	Academy of Notre Dame	Marysville, Cal	1869	1856	Sister Aloysius	R. C	....	5	60	0	60	44	....	12	....	18	6	....
16	Napa Collegiate Institute	Napa City, Cal	1870	1870	A. E. Lasher, A. M	Meth	5	4	187	101	86	107	40	40	40	40	8	4
17	Napa Ladies' Seminary*	Napa City, Cal	1872	1860	Miss S. F. McDonald	Non-sect	1	10	125	0	125	....	....	40	....	....	....	....
18	Convent of Our Lady of the Sacred Heart.	Oakland, Cal	......	1868	Sister Mary John the Baptist	R. C	0	19	93	0	93	90	3	75	....	....	....	....

* From Report of the Commissioner of Education for 1876.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1877, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students. Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
19	Golden Gate Academy	Oakland, Cal	1871	1871	D. P. Sackett, A. M	Cong	6	3	55	50	5	35	20	16	15	5	5	1
20	Placerville Academy	Placerville, Cal	0	1861	E. B. Conklin, A. M.	Non-sect	4	3	128	56	72	63	19	12	1	5	1	....
21	Goethe's German School	Sacramento, Cal. (12th and K sts.).	....	1867	H. J. Goethe	Non-sect	1	1	118	75	43	118	....	109	....	....	....	....
22	Sacramento Home School*	Sacramento, Cal. (H, bet. 13th and 14th sts.).	0	1870	Mrs. F. M. Ross		....	2	25	10	15	25	....	....	0	0	0	0
23	Sacramento Institute	Sacramento, Cal	....	1876	Brother Cianan	R. C	12	0	350	350	0	300	50	50	....	....	50	5
24	Sacramento Select School	Sacramento, Cal. (L, near 6th st.).	....	1870	Mrs. A. C. Curtis	Meth	....	1	97	60	37	97	....	....	20	30	9	....
25	Sacramento Young Ladies' Seminary.	Sacramento, Cal	....	1862	William S. Hunt	Non-sect	1	1	52	30	22	52	1	1	1	3	2	4
26	St. Joseph's Female Academy	Sacramento, Cal. (cor. 8th and G sts.).	1875	1858	Superior of Sisters of Mercy	R. C	....	8	332	0	332	332	....	....	....	....	....	....
27	Point Loma Seminary	San Diego, Cal	0	1873	Rev. and Mrs. O. W. Gates	Baptist	2	1	27	11	16	27	2	3	0	1	0	....
28	College of Notre Dame, Mission Dolores.	San Francisco, Cal	1876	1866	Sister Aloyse of the Cross	R. C	0	18	500	0	500	200	50	100	....	....	....	....
29	Home Institute*	San Francisco, Cal. (218 Eddy st.).	....	1866	Miss Isabella G. Prince	Non-sect	....	3	35	....	35	35	....	25	....	....	....	....
30	Madame Zeitska's Institute*	San Francisco, Cal. (922 Post st.).	....	1863	Mme. B. Zeitska	Non-sect	4	10	140	....	140	140	....	140	....	....	....	....
31	Sacred Heart College	San Francisco, Cal	....	1874	Rev. Brother Genebern	R. C	20	0	700	700	0	500	120	80	....	....	....	....
32	University (City) College	San Francisco, Cal. (Haight st.).	1859	1859	Rev. James Matthews, D. D.	Presb	3	2	25	19	6	18	7	7	....	....	....	....

33	Urban Academy	San Francisco, Cal. (Mason and Geary sts.).	0	1864	Nathan W. Moore	Non-sect	8	2	75	72	3	39	36	57	26	10	6	3
34	Laurel Hall	San Mateo, Cal	....	1864	Rev. Geo. Herbert Watson	....	3	4	20	0	20	20	4	15	2	....	1	....
35	School of the Holy Cross	Santa Cruz, Cal	....	1862	Sister Rose Genevieve Phelan.	R. C	0	7	160	0	160	160	....	100	....	....	....	....
36	St. Mary's Academy of the Sisters of Loretto.	Denver, Colo	1874	1864	Mother Elizabeth Hayden	R. C	0	9	120	0	120	....	....	18	....	....	....	....
37	Wolfe Hall	Denver, Colo	0	1868	Mrs. Anna Palmer	Epis	2	5	61	1	60	30	2	28	2	....	....	....
38	Bethany Academy	Bethany, Conn	....	....	Rev. Wm. L. Woodruff, B. A	Non-sect	3	4	25	25	0	18	6	12	5	1	2	0
39	Home School for Girls	Bethlehem, Conn	....	1875	Fred. S. Curtis, PH. B	....	1	1	7	3	4	....	....	....	....	1	....	....
40	Commercial and Military Institute.	Bridgeport, Conn	0	1862	Benjamin B. Penfield, M. A	Non-sect	4	0	50	50	0	27	12	11	5	....	0	0
41	Golden Hill Institute and Family Boarding School.	Bridgeport, Conn	0	1850	Rev. G. B. Day, M. A	Non-sect	1	1	30	18	12	30	22	18	16	5	2	1
42	Golden Hill Seminary*	Bridgeport, Conn	....	1857	Miss Emily Nelson	Non-sect	4	6	85	....	85	85	35	30	....	....	....	....
43	Hillside Seminary	Bridgeport, Conn	....	1876	Mariana B. Slade	Non-sect	2	8	39	3	36	22	14	37	4	....	1	....
44	Everest Rectory School	Centreville, Conn	0	1848	Rev. W. L. Woodruff, B. A	P. E	4	3	35	35	0	16	9	10	6	4	....	....
45	Bacon Academy*	Colchester, Conn	1800	1803	George H. Tracy, A. M	Non-sect	1	0	33	16	17	19	14	0	11	2	1	0
46	Durham Academy	Durham, Conn	1842	1842	L. P. Bissell	Non-sect	1	2	34	22	12	29	5	....	....	....	....	....
47	St. Margaret of Cortona	East Winsted, Conn	....	1868	Sister M. Celso	R. C	....	3	40	....	40	....	....	....	....	....	....	....
48	Hill's Academy*	Essex, Conn	....	1830	Henry L. Harrison, A. B	Non-sect	1	....	16	16	....	16	1	0	0	1	0	0
49	Glastonbury Academy	Glastonbury, Conn	0	1870	F. H. Brewer	Non-sect	1	1	56	33	23	50	37	9	8	1	0	0
50	Goshen Academy	Goshen, Conn	0	....	John C. Lester	Cong	1	....	20	10	10	20	7	5	0	0	0	0
51	Greenwich Academy	Greenwich, Conn	1827	1827	Frank Shepard, A. M	Non-sect	4	1	60	40	20	60	27	3	7	6	4	0
52	Greenwich Institute	Greenwich, Conn	....	1860	Harry Peck	P. E	2	....	14	14	0	14	4	....	3	....	2	1
53	Young Ladies' School	Greenwich, Conn. (post-office box 186).	....	....	Mrs. West	....	....	....	....	....	....	....	....	....	....	....	....	....
54	Brainard Academy*	Haddam, Conn	1839	1839	Mrs. Mary J. H. Chapman	Cong	....	1	30	15	15	30	3	....	3	8	....	....
55	Miss Haines' School for Young Ladies.	Hartford, Conn	....	1875	Miss E. H. Haines	Non-sect	1	4	35	0	35	2	6	25	2	....	....	....
56	Woodburn	Hartford, Conn	....	1847	George E. Abbott, M. D	Non-sect	....	....	....	....	....	....	....	....	....	....	....	....
57	Kent Seminary	Kent, Conn	....	1871	M. A. Stone	Cong	1	1	25	12	13	23	2	2	2	....	....	....
58	Rocky Dell Institute	Lime Rock, Conn	....	1864	J. H. Hurlburt	....	1	....	25	12	13	20	5	....	4	....	....	....
59	Young Ladies' Seminary	Middletown, Conn	....	1876	Rev. and Mrs. B. A. Smith	Non-sect	1	4	33	7	26	29	9	20	6	....	....	....
60	Mystic Valley English and Classical Institute.	Mystic Bridge, Conn	0	1868	John K. Bucklyn, A. M	Non-sect	2	2	68	50	18	50	18	8	10	1	1	0
61	New Britain Seminary	New Britain, Conn	0	1870	David N. Camp, A. M	Non-sect	2	3	55	35	20	45	15	15	3	4	....	1
62	Homesworth Family School for Young Ladies.	New Haven, Conn. (747 W. Chapel st.).	....	1860	Mrs. Lydia B. Newcomb	Non-sect	0	7	20	0	20	....	....	....	....	....	....	....
63	Miss Nott's School	New Haven, Conn. (33 Wall st.).	....	1873	Miss Lydia P. Nott	Non-sect	3	8	75	0	75	....	....	....	....	....	....	....
64	The Elderage School	New Haven, Conn. (68 Sherman ave.).	....	1863	Elizabeth C. and Sarah J. Bangs.	Meth	1	6	40	3	37	19	13	8	....	....	....	....
65	West End Institute, Young Ladies' Boarding and Day School.	New Haven, Conn	....	1870	Mrs. Sarah L. Cady	Cong	3	6	62	0	62	62	20	30	....	....	....	....
66	Bulkeley School	New London, Conn	....	1873	E. B. Collester	Non-sect	2	0	45	45	0	45	45	45	15	....	2	....
67	Waramang Academy	New Preston, Conn	0	1854	Gould C. Whittlesey	Cong	....	....	31	15	16	31	9	....	....	....	....	....
68	Fitch's Home School for Young Ladies and Boys.	Noroton, Conn	1864	1864	M. J. Davis	Non-sect	2	5	113	63	50	74	29	14	6	2	....	....
69	Hillside Family School for Boys	Norwalk, Conn	....	....	Dr. J. C. Fitch	Baptist	3	2	45	45	0	....	....	....	....	....	....	....
70	The Selleck School*	Norwalk, Conn	....	1855	C. M. Selleck, A. M	Non-sect	9	....	100	100	....	....	....	....	....	....	....	....

* From Report of the Commissioner of Education for 1876.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1877, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denominations.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
71	Boarding and Day School for Young Ladies.	Norwich, Conn.	....	1872	Mrs. M. W. Hakes	Non-sect	....	4	40	6	34	40	20	12	....	....	....	....
72	French and English Boarding School.	Norwich, Conn. (56 Washington st.)	....	1869	Miss H. Meeker	Cong	....	4	25	....	25	25	....	20	....	....	....	....
73	Saybrook Seminary*	Saybrook, Conn	....	1873	Alice L. Warner	P. E.	....	6	58	....	58	58	7	10	....	....	....	....
74	Seabury Institute	Saybrook, Conn	....	1865	Rev. P. L. Shepard, M. A	Epis	4	3	75	50	25	75	22	6	10	3	....	....
75	Betts Military Academy	Stamford, Conn	....	1838	James and W. J. Betts, A. M.	Cong. & E	5	1	40	40	0	40	....	9	....	....	....	....
76	Gothic Hall	Stamford, Conn	1855	1855	Miss Catharine Aiken	Non-sect	2	8	66	4	62	52	14	50	0	0	0	0
77	Select Boarding and Day School	Stamford, Conn	....	1854	George B. Glendining, A. M	....	....	....	....	....	0	....	12	10	8	....	6	....
78	The Maples; Family School for Young Ladies.*	Stamford, Conn	....	1874	Miss M. G. A. Fessenden	Cong	1	2	9	....	9	7	....	4	....	....	....	....
79	English and Classical School	Stratford, Conn	....	....	Frederick Sedgwick	Cong	1	1	22	16	6	22	11	0	4	1	1	0
80	Family School for Boys	Stratford, Conn	....	1861	Rev. E. B. Emerson	Cong	1	1	23	20	3	21	....	....	....	....	....	....
81	Stratford Institute	Stratford, Conn	....	1876	Mrs. E. E. Clark	Non-sect	1	3	15	0	15	15	5	....	....	....	....	....
82	Alworth Hall*	Tyler City, Conn	0	1841	Edwin Robbins	Non-sect	1	....	12	12	....	12	1	....	....	....	....	....
83	The Gunnery	Washington, Conn	....	1850	Frederick W. Gunn	Non-sect	2	3	45	35	10	45	15	10	10	5	....	....
84	St. Margaret's Diocesan School for Girls.	Waterbury, Conn	1875	1875	Rev. F. T. Russell, M. A	Epis	4	7	130	0	130	60	70	20	....	....	....	....
85	Oak Hill Ladies' Seminary	West Haven, Conn	....	1845	Miss J. A. Osborne	Cong	....	....	....	....	....	....	....	....	....	....	....	....
86	Green's Farms Academy	Westport, Conn	....	1835	Charles H. Stevens	....	1	2	21	14	7	15	4	2	....	....	....	....
87	Wilton Academy	Wilton, Conn	....	1817	Edward Olmstead	Non-sect	1	....	20	12	8	....	....	....	8	....	1	....
88	Wilton Boarding Academy	Wilton, Conn	....	1845	Augustus Whitlock	Non-sect	2	1	30	....	....	....	....	....	....	....	....	....
89	Winchester Institute*	Winchester, Conn	....	1859	James Cowles	Cong	1	0	12	6	6	8	4	....	2	0	0	0
90	Parker Academy	Woodbury, Conn	....	1851	Wilbur V. Rood	Non-sect	1	1	58	30	28	46	12	....	2	....	....	....

91	Family School for Young Girls*	Claymont, Del	....	....	Mrs. A. B. Washington	P. E	....	4	....	....	....	....	....	....	....	....	....	....
92	Select Family School for Boys	Claymont, Del	....	1854	Rev. John B. Clemson, D. D	....	2	1	13	13	0	13	12	10	....	....	....	....
93	Wilmington Conference Academy	Dover, Del	1873	1873	Rev. J. M. Williams, A. M	M. E	4	2	73	52	21	30	24	14	20	6	5	0
94	Felton Seminary	Felton, Del	1868	1866	Rev. W. G. W. Lewis, A. M., and Son.	Non-sect	3	2	50	22	28	44	4	2	1	2	1	0
95	Georgetown Academy*	Georgetown, Del	1812	1812	Alfred E. Best, A. B	Non-sect	1	....	27	17	10	27	4	1	1	2	1	0
96	Laurel Classical and Commercial Academy.*	Laurel, Del	1867	1864	R. W. Breerwood	Non-sect	1	0	47	28	19	42	7	0	7	3	1	0
97	Milford High School	Milford, Del	....	1863	J. L. McKim, M. A	Epis	2	1	30	15	15	30	25	2	6	....	2	....
98	Milton Academy	Milton, Del	....	1875	Charles B. Ridgway	Non-sect	3	0	110	60	50	30	10	5	10	10	3	....
99	Newark Academy	Newark, Del	1769	1740	Rev. J. L. Polk	Non-sect	3	2	55	30	25	30	25	0	25	10	....	....
100	Smyrna Seminary*	Smyrna, Del	1870	1868	W. H. Dashiell	Non-sect	1	1	....	....	....	....	....	....	....	....	....	....
101	Miss Robertson's Select School for Girls.	Wilmington, Del	....	....	Miss Robertson	P. E	....	3	20	....	20	20	....	12	....	....	....	....
102	Rugby Academy	Wilmington, Del	....	1872	Dr. S. W. Murphy, A. M	....	7	0	95	95	0	95	49	4	12	6	5	3
103	Wyoming Institute of Delaware	Wyoming, Del	1869	1867	Rev. M. Heath. A. M	Baptist	2	3	88	43	40	45	32	11	2	0	0	0
104	East Florida Seminary *a*	Gainesville, Fla	....	....	Edwin P. Cater, A. M	Non-sect	2	2	208	99	109	156	52	5	....	....	....	....
105	Cookman Institute *b*	Jacksonville, Fla	0	1873	Rev. S. B. Darnell, B. D	M. E	2	1	62	30	32	60	2	0	2	0	0	0
106	Riverside Institute	Jacksonville, Fla	0	1877	Mrs. Lucy E. Smith	Cong	1	4	36	12	24	36	10	4	2	0	0	0
107	St. Joseph's Academy	Jacksonville, Fla	....	1869	Rev. Mother Sidonie	R. C	....	10	175	0	175	....	....	....	....	....	....	....
108	Convent of Mary Immaculate	Key West, Fla	....	1868	Mother Mary Felicitas	R. C	....	12	253	0	253	249	....	30	....	....	....	....
109	Masonic Academy	Milton, Fla	0	1875	C. A. Landrum, M. D	Non-sect	2	1	85	75	10	85	45	....	45	25	4	10
110	Christ Church School	Pensacola, Fla	....	1856	Mary G. Scott	P. E	0	2	35	17	18	35	6	....	....	....	1	....
111	Annianna Classical School*	Adairsville, Ga	....	1865	John H. Fitten	Presb	1	1	24	18	6	7	17	....	11	2	4	....
112	Mulberry Grove Academy*	Antioch, Ga	....	1873	Frank P. Moseley	....	1	....	44	23	21	44	6	....	....	....	....	....
113	Clark University	Atlanta, Ga	1877	1872	R. E. Bisbee	M. E	2	2	110	70	40	110	20	0	20	....	0	....
114	Bairdstown Academy	Bairdstown, Ga	....	1820	Charles T. Young	Non-sect	1	0	34	16	18	34	9	14	13	4	....	....
115	Gordon Institute	Barnesville, Ga	0	1872	Charles E. Lambdin, A. M	Non-sect	3	3	201	116	85	80	121	40	25	0	5	0
116	The Southern Academy	Blackshear, Ga	1857	1857	Rev. James A. Smith	Non-sect	2	1	50	30	20	40	10	10	0	0	0	....
117	Grooverville Academy	Boston, Ga	0	1850	E. J. Holmes	Non-sect	1	0	32	19	13	28	4	0	3	1	2	....
118	Buena Vista High School	Buena Vista, Ga	....	1848	J. H. Dunham, W. W. Kennerly.	....	1	1	100	45	55	70	30	....	5	....	1	....
119	Lodge Academy	Bullard's Station, Ga	0	1872	B. S. Fitzpatrick	Non-sect	1	0	15	12	3	7	8	0	4	0	1	0
120	Butler Female College and Male Institute	Butler, Ga	1875	1873	James T. White	Non-sect	3	2	118	61	57	92	21	6	....	....	2	....
121	Paris Hill Academy	Cameron, Ga	1840	1840	B. S. Crane	Non-sect	1	....	27	16	11	18	4	....	3	....	....	...
122	Carroll Masonic Institute	Carrollton, Ga	....	1852	W. W. Roop	Baptist	2	1	80	48	32	71	9	....	4	1	2	....
123	Cartersville High School	Cartersville, Ga	....	1871	Ronald Johnston	....	1	1	47	30	17	40	18	4	10	10	....	....
124	Erwin Street School	Cartersville, Ga	0	1872	L. B. Millican	Non-sect	1	2	64	31	33	64	25	5	....	....	....	....
125	The Methodist Episcopal School	Cartersville, Ga	0	1872	R. Bigham	M. E.	2	0	100	42	58	4	0	4	0	0	0	0
126	Wofford Academy	Cass Station, Ga	....	1874	S. R. Sims	Non-sect	1	1	55	30	25	....	20	10	....	....	2	....
127	Cave Spring Female Seminary	Cave Spring, Ga	1847	1848	Rev. W. C. McCall	Baptist	2	....	36	....	36	25	15	2	....	....	....	....
128	Hearn Manual Labor School	Cave Spring, Ga	1838	1838	Palemon J. King	Baptist	1	0	25	25	0	15	5	0	3	0	0	1
129	Plenitude Academy	Clinton, Ga	....	1870	James K. Dykes	....	1	....	27	21	6	17	4	1	4	....	4	....
130	Cochran High School*	Cochran, Ga	....	1875	D. C. Walker	....	1	....	49	28	21	49	10	5	10	....	2	....
131	Slade's School for Boys	Columbus, Ga	0	1867	James J. Slade	Non-sect	1	0	42	42	0	9	35	....	....	....	4	4
132	Conyers Female College	Conyers, Ga	1873	1870	Mrs. Montgomery and Miss Smith.	Non-sect	0	2	35	0	35	....	....	....	0	0	0	0
133	Conyers High School*	Conyers, Ga	....	....	Rev. J. M. Brittain, A. M	Non-sect	2	....	125	87	38	99	20	6	....	....	3	....

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* From Report of the Commissioner of Education for 1876.

a Supported out of proceeds of lands given to the State by the General Government.

b Under the Freedmen's Aid Society.

TABLE VI.—*Statistics of institutions for secondary instruction for 1877, &c.*—Continued.

NOTE.— x indicates an affirmative answer; 0 signifies no or none; .... indicates no answer

	Name.	Location	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students. Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
134	Corinth School	Corinth, Ga	....	....	Bettie F. Glenn	....	....	....	....	....	....	....	....	....	....	....	....	....
135	St. Cloud High School	Corinth, Ga	....	....	F. J. Amis	Baptist	1	....	26	18	8	25	1	....	....	....	....	....
136	Crawford Academy	Crawford, Ga	....	....	John F. Cheney	Non-sect	1	1	49	27	22	44	5	....	4	1	0	0
137	Cuthbert Male High School*	Cuthbert, Ga	1872	1872	M. A. McNulty, A. M	Non-sect	2	1	81	64	17	77	31	6	21	21	2	2
138	Grange Institute	Cuthbert, Ga	1856	1854	M. A. McNulty, A. M	Baptist	2	1	69	69	0	69	17	6	17	28	0	0
139	Crawford High School*	Dalton, Ga	....	1873	R. V. Forrester, A. M	Baptist	2	0	60	60	0	48	12	0	10	3	3	0
140	Danburg High School	Danburg, Ga	....	1875	Thomas J. Beck	Baptist	1	2	41	24	17	28	9	4	6	2	....	....
141	Cedar Grove Academy *a*	Decatur, Ga	....	1872	John A. Morris	M. P.	1	0	27	15	12	27	....	....	....	....	....	....
142	Dirt Town Academy*	Dirt Town, Ga	....	1840	A. A. Marshall, A. B	....	1	2	100	60	40	80	20	....	10	8	....	....
143	Farmersville Academy	Dirt Town, Ga	0	1855	J. A. Arnold, A. M	Baptist	1	2	45	20	25	40	5	....	....	....	....	....
144	Andrew Male High School*	Elberton, Ga	0	1871	Philip E. Davant	M. E. Sth	1	....	39	39	....	24	15	3	8	0	4	0
145	Elberton Collegiate Institute	Elberton, Ga	1856	1856	J. S. Barnett	Non-sect	1	1	19	0	19	16	3	0	0	0	0	0
146	Moss Hill Academy	Ellaville, Ga	....	1860	Ida Munro	....	0	2	50	29	21	....	2	1	....	....	....	....
147	Euharlee Academy	Euharlee, Ga	1858	1868	I. M. Stansberry	Non-sect	1	1	50	25	25	50	6	0	10	10	0	0
148	The Fairburn Academy	Fairburn, Ga	1876	1876	W. H. Andrews	Non-sect	1	2	95	45	50	60	24	5	....	....	....	....
149	Tranquil Institute	Flemington, Ga	1835	....	W. W. Winn	Presb	1	0	25	10	15	25	5	0	2	2	0	0
150	Fort Valley Female Seminary*	Fort Valley, Ga	1852	1853	T. B. Russell	Non-sect	1	1	20	....	20	18	6	2	0	0	0	0
151	Fort Valley Male Academy	Fort Valley, Ga	....	1845	D. N. Sanders, A. M	....	1	0	36	36	0	21	15	0	5	....	0	0
152	Franklin Institute	Franklin, Ga	....	....	Rev. E. B. Barrett, A. M	Non-sect	1	....	41	24	17	36	5	1	3	....	1	....
153	Oak Grove Academy	Garden Valley, Ga	....	185–	J. M. Meadows	....	1	0	23	16	7	23	0	0	....	....	....	....
154	Samuel Bailey Male Institute	Griffin, Ga	....	1870	Rev. James W. Roberts	Non-sect	2	0	74	74	0	56	18	....	9	6	4	3
155	Hephzibah High School	Hephzibah, Ga	1861	1861	J. A. Carswell	Baptist	1	2	54	25	29	34	20	0	15	....	1	....

156	Braswell Academy	High Shoals, Morgan Co., Ga.	....	1870	John A. Saye	....	1	0	20	....	....	....	4	....	1	0	1	....
157	Bradwell Institute	Hinesville, Ga	1872	1871	S. D. Bradwell	Non-sect	2	2	63	32	31	27	30	6	....	....	3	....
158	Hogansville School*	Hogansville, Ga	0	....	J. H. Covin	Non-sect	1	0	62	31	31	62	13	0	....	....	....	....
159	Planters' High School	Hollonville, Ga	....	1874	John N. Brooks	....	1	1	52	25	27	35	9	8	5	7	....	....
160	Farmers' High School	Houston, Ga	....	1870	Leonidas Jones	Non-sect	2	1	70	35	35	55	15	0	15	5	0	0
161	Jamestown Academy	Jamestown, Ga	....	1855	George H. Sapp	Non-sect	1	....	41	23	18	20	3	....	0	....	1	1
162	Martin Institute	Jefferson, Ga	1859	1859	J. W. Glenn	Non-sect	2	2	122	68	54	110	34	6	15	12	14	4
163	Auburn Institute	Jeffersonville, Ga	....	....	J. A. Barclay, jr., B. A	....	1	1	60	35	25	40	14	....	14	....	7	....
164	Kingston Academy*	Kingston, Ga	....	1871	Rev. James T. Lin	Meth	1	1	66	42	24	51	14	1	4	....	1	....
165	Mayson School	Kingston, Ga	0	....	Mrs. A. H. Mayson	Non-sect	0	1	42	20	22	42	....	2	0	0	0	0
166	La Grange Methodist Episcopal Seminary.	La Grange, Ga	....	1867	Rev. J. H. Owens	M. E	2	2	200	79	121	200	....	....	....	....	....	....
167	La Grange Military Institute	La Grange, Ga	1837	1877	John T. Graves	Non-sect	2	0	65	65	0	33	37	....	15	15	....	....
168	Hillyer Institute	Leesburg, Ga	1875	1874	Mrs. H. McB. Kimbrough	....	....	1	25	....	....	25	0	0	0	0	2	....
169	Meson Academy	Lexington, Ga	....	1807	Thomas B. Moss	Non-sect	1	1	41	26	15	....	8	2	2	0	0	0
170	Liberty Hill High School	Liberty Hill, Ga	0	1848	M. F. Tutwiler, A. M., C. E	Non-sect	1	0	40	25	15	40	0	0	0	0	....	....
171	Adams' Practical School	Linton, Ga	1857	1858	Rev. T. J. Adams, A. M	Baptist	1	2	30	15	15	30	4	0	4	6	....	....
172	Long Cane Academy*	Long Cane, Ga	0	1850	Wylie W. Arnold	Non-sect	1	....	22	13	9	22	11	....	5	3	1	0
173	Hunter's Select School	Macon, Ga	....	....	Benjamin T. Hunter	....	1	....	36	36	0	10	26	....	12	2	6	....
174	Mount de Sales Academy	Macon, Ga	1876	1876	M. M. Bonaventure, mother superior.	R. C	0	7	60	0	60	....	....	6	....	....	....	....
175	Madison Male High School	Madison, Ga	....	1875	E. W. Butler, A. M	Non-sect	2	....	73	73	0	48	25	....	24	2	3	4
176	Forest Home Institute	Madison, Ga	....	1860	Mrs. E. Nebhut	Presb	1	3	26	6	20	25	4	0	3	0	0	0
177	Temperance Hill High School*	Madison, Ga	....	1850	W. H. Cocroft	....	1	0	22	10	12	15	3	0	3	5	1	1
178	Marietta Male Academy	Marietta, Ga	....	....	V. E. Manget	Meth	1	....	42	42	0	32	8	2	....	....	....	....
179	Marshallville High School	Marshallville, Ga	1871	1871	J. W. Frederick	Non-sect	1	2	50	27	23	35	15	....	12	....	1	....
180	Milner High School	Milner, Ga	0	1873	Garland Head	Non-sect	1	1	44	24	20	12	6	....	6	3	....	....
181	Montezuma High School	Montezuma, Ga	....	1867	M. L. Patrick	Non-sect	1	1	49	24	25	49	4	....	4	....	....	....
182	Mountville Academy	Mountville, Ga	1866	1866	W. E. Dozier	Non-sect	2	0	28	16	12	28	7	7	7	4	0	0
183	Nacoochee High School	Nacoochee, Ga	0	1875	Rev. J. J. Methvin	Meth	1	2	52	25	27	40	12	0	12	31	3	2
184	Zion School	Oglethorpe, Ga	....	1865	Rev. J. S. Elmore	Luth	1	....	31	15	16	31	....	1	....	....	....	....
185	Anthon's School *b*	Perry, Ga	....	1873	W. B. Frambo	Non-sect	1	....	16	9	7	13	3	....	2	....	....	....
186	Perry Male School	Perry, Ga	....	1874	Sidney Lewis	Meth	1	....	35	35	....	35	5	....	....	....	....	....
187	Pine Log Masonic Institute*	Pine Log, Ga	0	1868	Prof. Mathew Marshall	Non-sect	2	1	60	30	30	60	2	0	2	....	....	....
188	Talbot Valley Select School	Pleasant Hill, Ga	1874	1874	W. H. Woodall, A. M.	Non-sect	1	2	119	61	58	8	48	0	11	1	0	0
189	Powelton Male and Female School	Powelton, Ga	....	....	S. N. Chapman	Non-sect	1	....	25	13	12	25	....	....	....	....	....	....
190	Rabun Gap High School	Rabun Gap, Ga	....	1873	W. A. Curtis	Non-sect	1	1	168	96	72	168	....	2	2	....	3	3
191	Reynolds High School	Reynolds, Ga	....	....	A. J. Clark	Non-sect	1	1	48	33	15	40	8	....	....	....	....	....
192	Rome Male High School	Rome, Ga	....	1870	J. M. Proctor, A. M	Non-sect	1	....	43	43	0	21	22	0	10	1	1	....
193	Rome Military Institute	Rome, Ga	....	1872	Col. E. J. Magruder	....	1	....	35	35	0	28	7	2	1	....	1	....
194	Camden County Academy	St. Mary's, Ga	....	....	E. A. Harrison	Non-sect	1	....	28	16	12	28	1	....	....	....	....	....
195	Sandersville High School	Sandersville, Ga	0	1873	Ivy W. Duggan, A. M	Non-sect	4	2	165	82	83	....	30	5	....	....	6	0
196	Smithville Academy*	Smithville, Ga	....	....	Miss Jennie M. Wooten	Non-sect	0	1	36	18	18	36	4	0	0	0	0	0
197	Spalding Seminary	Spalding, Ga. (near Montezuma).	1865	1865	M. M. McDonald	Non-sect	2	1	90	50	40	30	15	....	....	....	2	....
198	C. P. Beman School*	Sparta, Ga	....	1876	W. D. Seymour, A. M., rector	Non-sect	1	1	....	....	....	....	....	....	....	....	....	....
199	Spring Place High School*	Spring Place, Ga	....	....	P. L. Stanton	Non-sect	1	....	35	....	....	....	....	....	....	....	....	....
200	Stone Mountain Institute	Stone Mountain, Ga	0	1877	J. F. McClelland, A. M	Non-sect	2	1	110	54	56	80	20	....	5	....	....	....
201	Summerville Institute	Summerville, Ga	0	....	J. C. Loomis	Non-sect	1	0	26	12	14	26	0	0	0	0	0	0

* From Report of the Commissioner of Education for 1876.

a School closed at present.

b This report is kindly supplied by the present principal, Creed Sasser.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1877, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students. Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
202	Sylvania Academy*	Sylvania, Ga	......	1872	T. M. Hazlehurst	Non-sect	1	....	90	50	40	70	20	....	1	....	....	....
203	Tazewell Academy	Tazewell, Ga	......	......	M. R. Graybill	Non-sect	1	....	53	20	33	18	2	....	2	....	....	....
204	Fletcher Institute	Thomasville, Ga	1851	1852	Oscar D. Scott	Non-sect	2	0	56	56	0	41	15	2	10	....	2	....
205	Thomson High School	Thomson, Ga	0	1874	J. W. Ellington	Baptist	1	1	70	34	36	62	8	1	3	1	0	0
206	Union Point High School	Union Point, Ga	0	1874	W. E. Reynolds, A. M	Non-sect	1	1	62	33	29	....	....	....	15	0	0	0
207	Walthourville, Academy	Walthourville, Ga	1823	1823	A. M. McIver	Non-sect	1	1	8	4	4	8	4	3	1	....	....	....
208	Warrenton Academy*	Warrenton, Ga	......	......	J. T. Malone	Non-sect	1	....	45	25	20	....	....	....	5	3	2	1
209	Washington Female Seminary	Washington, Ga	......	......	Miss Fanny Andrews	Non-sect	0	3	40	0	40	40	10	4	....	....	....	....
210	Washington Male Academy	Washington, Ga	1793	1800	J. I. Inghram	Non-sect	2	0	40	40	0	20	20	....	5	5	1	....
211	Bethel Academy	West Point, Ga	......	......	J. N. Hogg	Non-sect	1	....	35	25	10	28	7	....	....	....	2	....
212	Dawson Institute	White Plains, Ga	......	1833	J. M. Howell	Non-sect	1	1	58	25	33	....	9	0	1	0	1	0
213	Sumach Academy	Woodlawn, Ga	0	1869	E. I. F. Cheyne	Non-sect	3	0	162	112	50	155	7	0	5	7	3	3
214	Philomath Institute	Woodville, Ga	......	1835	C. T. Boggs	Non-sect	1	1	53	30	23	45	8	....	5	....	....	....
215	Zebulon High School	Zebulon, Ga	0	1826	A. G. Harris	Non-sect	1	....	40	21	19	....	....	....	....	....	0	0
216	German Evangelical Lutheran School.	Addison, Ill	1852	1849	Rev. A. G. G. Francke	Ger. Luth	2	0	155	90	65	100	....	155	....	....	....	....
217	Aledo Academy	Aledo, Ill	......	1874	J. R. Wylie, B. PH	Non-sect	2	....	66	32	34	57	8	1	8	5	5	1
218	Jennings Seminary	Aurora, Ill	1854	1857	Martin E. Cady	M. E	3	3	100	60	40	75	10	6	3	2	....	....
219	Institute of the Immaculate Conception.	Belleville, Ill	1860	1859	Sister Mary Jerome	R. C	0	11	500	0	500	....	....	10	....	....	40	....
220	Bunker Hill Academy	Bunker Hill, Ill	......	......	J. G. Hayes, A. B	Non-sect	1	2	45	27	18	35	10	2	4	....	....	....
221	Chicago Ladies' Seminary	Chicago, Ill. (15 Sheldon st.).	......	1862	Miss C. A. Gregg	Cong	3	10	78	0	78	....	....	....	....	....	....	....
222	Dearborn Seminary	Chicago, Ill. (985 Wabash ave.).	1855	1856	Z. Grover	Non-sect	6	11	188	0	188	....	....	....	....	....	....	....

223	German Institute	Chicago, Ill. (181 Maxwell st.).	0	1871	John C. Stoelke	....	2	1	140	80	60	....	....	....	....	....	....	....
224	The Misses Grant's Seminary	Chicago, Ill. (130 Dearborn ave.).	0	1869	The Misses Grant	Non-sect	2	9	100	0	100	100	25	40	....	....	....	....
225	Park Institute	Chicago, Ill. (103–105 Ashland ave.).	......	1871	Alice E. Bates	Non-sect	4	14	202	16	186	143	20	51	....	....	....	....
226	Rogers' Collegiate Institute*	Chicago, Ill. (cor. Lake st. and St. John's Place).	......	1871	M. L. Rogers	Cong	2	3	66	39	27	57	13	7	5	....	2	....
227	St. Francis Xavier's Academy	Chicago, Ill	1847	1846	Sister Mary Genevieve	R. C	0	20	200	35	165	175	....	....	....	....	....	....
228	Howe Literary Institute	East St. Louis, Ill	1871	1874	Spencer F. Holt, A. M	Baptist	1	2	69	32	37	64	5	9	....	....	....	....
229	College of Individual Instruction	Evanston, Ill. (Lakeside Hall).	......	......	W. P. Jones	....	....	....	....	....	....	....	....	....	....	....	....	....
230	Northern Illinois College	Fulton, Ill	1867	1866	Allen A. Griffith, A. M	Non-sect	4	3	65	40	25	60	15	5	15	20	....	....
231	Monticello Ladies' Seminary	Godfrey, Ill	1838	1838	Harriet N. Haskell	Non-sect	0	13	150	0	150	150	150	150	....	....	....	....
232	The Young Ladies' Athenæum and Illinois Conservatory of Music.	Jacksonville, Ill	1865	1865	Rev. W. D. Sanders, D. D	Non-sect	5	12	200	0	200	175	25	10	....	....	....	....
233	McDonough Normal and Scientific College. *a*	Macomb, Ill	......	......	D. Branch	....	....	....	....	....	....	....	....	....	....	....	....	....
234	Morgan Park Military Academy	Morgan Park, Ill. (Washington Heights).	......	1873	Capt. Ed. N. K. Talcott and H. T. Wright, A. M.	Non-sect	4	2	40	40	0	15	25	4	....	....	0	0
235	Rock River Seminary	Mt. Morris, Ill	1839	1840	Rev. T. H. Haseltine, A. M	M. E	2	5	130	90	40	130	42	30	12	4	4	....
236	Grand Prairie Seminary and Onarga Commercial College.	Onarga, Ill	1863	1863	John B. Robinson, A. M	M. E	3	3	243	125	118	207	36	6	....	....	....	....
237	Edgar Collegiate Institute	Paris, Ill	1867	1840	Josiah Hurty, A. M	Presb	1	2	95	70	25	60	18	12	10	24	8	4
238	Chaddock College	Quincy, Ill	1856	......	Edwin W. Hall, A. M	Meth	5	2	....	....	....	....	....	....	....	....	....	....
239	Todd Seminary for Boys	Woodstock, Ill	......	1850	Rev. R. K. Todd, A. M	Non-sect	2	1	20	20	0	15	5	2	5	....	1	....
240	Battle Ground Collegiate Institute*	Battle Ground, Ind	1858	1857	Rev. George W. Rice, A. M	M. E	3	2	335	180	155	....	....	....	....	....	....	....
241	Friends' Bloomingdale Academy	Bloomingdale, Ind	1845	1845	Thomas Armstrong	Friends	1	2	73	48	25	70	3	2	2	2	2	1
242	Bourbon College*	Bourbon, Ind	......	1874	W. F. Yocum, A. M., president	....	(3)		60	25	35	....	....	....	....	....	....	....
243	Barnett Academy	Charleston, Ind	......	......	Robert A. Sturgus, A. M	Presb	1	3	56	27	29	....	5	....	....	....	....	....
244	St. Augustine's School	Fort Wayne, Ind	1846	1846	Sister M. Cecilia	R. C	0	7	320	0	320	320	....	....	....	....	....	....
245	St. Mary's Academy	La Fayette, Ind	0	1867	Rev. Joseph Scherer, C. S. C	R. C	6	0	220	220	0	....	0	4	0	10	2	....
246	Select School	New Albany, Ind	......	1869	Miss Emma Baldwin	Presb	0	1	54	25	29	....	....	....	....	....	....	....
247	St. Mary's Academy*	Notre Dame, Ind	......	......	Mother M. Angela, superior	R. C	....	....	186	....	186	....	....	....	....	....	....	....
248	Northeastern Indiana Literary Institute.*	Orland, Ind	0	1849	George L. Harding	Non-sect	1	2	47	26	21	35	4	8	4	....	0	0
249	Blue River Academy	Salem, Ind	......	1832	Rowland Estes	Friends	1	1	62	30	32	51	11	....	....	1	....	....
250	Academy of the Assumption*	South Bend, Ind	1855	1852	Sister M. Cyprian	R. C	0	6	190	30	160	....	....	....	....	....	....	....
251	Spiceland Academy	Spiceland, Ind	1872	1861	Clarkson Davis	Friends	4	4	368	202	166	40	52	5	8	....	4	....
252	Stockwell Institute	Stockwell, Ind	1863	1862	J. G. Laird	M. E	1	3	....	....	....	....	....	....	....	....	....	....
253	St. Paul's Academy*	Valparaiso, Ind	......	1872	Sisters of Providence	R. C	....	....	197	74	123	....	....	....	....	....	....	....
254	Academic department of Vincennes University.	Vincennes, Ind	1807	1811	Lewis Prugh, A. M	....	2	3	122	58	64	81	41	18	....	....	0	1
255	St. Rose's Boarding and Day School	Vincennes, Ind	......	1864	Sister Euphrasie	R. C	0	11	....	....	....	110	....	8	....	....	....	....
256	Waveland Collegiate Institute	Waveland, Ind	1858	1849	R. V. Hunter, A. B	Presb	2	1	60	36	24	52	8	....	6	25	....	3
257	Ackworth Institute	Ackworth, Iowa	1870	1870	E. W. Beard	Friends	3	....	45	25	20	42	3	....	3	12	....	....
258	Albion Seminary	Albion, Iowa	1872	1872	Prof. John Sanborn, A. M	M. E	3	3	155	75	80	23	10	5	5	5	3	....
259	Jones County Academy	Anamosa, Iowa	......	1871	Mrs. Col. Springer, A. M	Non-sect	0	1	40	20	20	....	....	....	....	....	....	....
260	Birmingham Academy and Boarding School.	Birmingham, Iowa	0	1864	J. Wesley Wolf	Non-sect	1	2	88	46	42	20	8	....	10	8	3	....
261	Blairstown Academy*	Blairstown, Iowa	1868	1868	John McCarty	Non-sect	2	1	55	43	12	48	2	5	2	0	....	....

*From Report of the Commissioner of Education for 1876.

a School not in session this year.

TABLE VI.—*Statistics of institutions for secondary instruction for 1877, &c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
262	Bradford Academy	Bradford, Iowa	1866	1865	John F. Gräwe	Non-sect	2	0	62	33	29	45	15	3	....	....	2	....
263	First German Evangelical School	Burlington, Iowa	....	....	Karl Fr. Grüninger	Ger. Ev.	0	1	85	35	50	70	....	85	....	....	....	....
264	Graff's School	Burlington, Iowa	....	1863	R. J. Graff	....	1	....	....	....	....	45	....	....	....	....	....	....
265	Coe Collegiate Institute	Cedar Rapids, Iowa	....	1874	Rev. Robert A. Condit	Presb	4	3	101	60	41	64	37	6	20	....	....	....
266	St. Joseph's Academy of the Sacred Heart.	Cedar Rapids, Iowa	0	1875	Sister Mary Isidore	R. C	1	6	200	50	150	200	4	8	4	....	....	....
267	Evangelical Lutheran Parish School.*	Clayton Centre, Iowa	....	1860	Rev. F. W. Seifert	Ev. Luth	1	....	71	38	33	....	....	71	....	....	....	....
268	Friends' Select School*	Coal Creek, Iowa	0	1876	Thomas E. Mott	Friends	1	1	39	26	13	39	....	....	....	....	....	....
269	St. Francis Male and Female Academy.	Council Bluffs, Iowa	....	1872	Prof. Dan. O'Doherty, male department; Sisters of Charity, female dept.	R. C	1	9	180	65	115	180	2	11	....	....	3	....
270	Decorah Institute*	Decorah, Iowa	....	1874	J. Breckenridge	....	2	1	261	135	126	....	11	27	2	9	....	....
271	Denmark Academy	Denmark, Iowa	1843	....	Henry K. Edson, A. M	Cong	2	4	204	103	101	....	....	....	....	....	2	....
272	St. Joseph's Academy	Dubuque, Iowa	1869	1868	Sister M. Josephine	R. C	....	9	130	....	130	....	....	....	....	....	....	....
273	Young Ladies' School	Dubuque, Iowa	....	1873	Miss H. H. Horr	Epis	1	4	26	....	26	17	9	9	1	....	....	....
274	Eldora Academy	Eldora, Iowa	0	1872	Susan A. Collins	Presb	0	3	35	*a*12	23	32	3	0	2	4	1	....
275	Epworth Seminary	Epworth, Iowa	1857	1857	Rev. Adam Holm	M. E.	2	2	91	47	44	83	8	....	8	2	1	....
276	Grinnell Academy	Grinnell, Iowa	....	1872	J. Macy, A. M	Non-sect	4	3	170	98	72	71	99	....	38	6	13	2
277	Lenox Collegiate Institute	Hopkinton, Iowa	1873	1864	Rev. Samuel Hodge, D. D	Presb	5	2	198	119	79	133	65	15	....	....	....	....
278	Iowa City Academy*	Iowa City, Iowa	0	1870	William McClain	Non-sect	1	2	172	114	58	....	....	....	(40)		30	....
279	St. Agatha's Seminary	Iowa City, Iowa	1864	1859	Sister Mary Agnes	R. C	....	8	147	....	147	147	5	27	....	15	....	0
280	Irving Institute	Irving, Iowa	....	1862	John G. Craven, A. M	Baptist	1	1	40	25	15	40	2	....	2	....	....	....
281	Jefferson Academy	Jefferson, Iowa	....	1875	J. S. Dunning	....	2	2	142	63	79	119	18	23	8	13	....	....

282	Kossuth Academy*	Kossuth, Iowa	....	1873	Miss Virginia L. Scott	....	1	2	58	29	29	42	11	5	8	5	1	....
283	Friends' Academy	Le Grand, Iowa	....	1873	John R. White, B. S.	Friends	1	2	76	46	30	76	12	....	1	4	3	0
284	Le Grand Christian Institute	Le Grand, Iowa	1860	1858	Rev. J. Q. Evans	Christ'n	3	2	65	30	35	40	12	2	3	....	....	....
285	Riverside Institute	Lyons, Iowa	0	1875	Rev. W. T. Currie, A. M	P. E	3	3	46	22	24	32	7	3	5	....	....	....
286	Mitchell Seminary	Mitchellville, Iowa	1871	1872	Elmore Chase, A. M	Univ	1	2	45	25	20	37	2	6	2	....	....	....
287	New London Academy	New London, Iowa	....	1864	Benj. F. Stow	Non-sect	1	....	12	6	6	12	....	....	....	....	....	....
288	Hazel Dell Academy	Newton, Iowa	0	1856	Darius Thomas, A. M.	Non-sect	3	1	125	....	....	64	4	0	....	....	4	....
289	Cedar Valley Seminary	Osage, Iowa	1867	1863	Rev. Alva Bush, A. M	Baptist	3	2	194	120	74	154	25	15	6	....	....	....
290	Ottumwa Seminary for Young Ladies.	Ottumwa, Iowa	0	1873	Mrs. Mary Squire	Non-sect	0	3	50	0	50	....	....	....	....	....	....	....
291	Troy Academy	Troy, Iowa	....	1852	H. A. Field	....	1	....	55	36	19	....	....	....	....	....	....	....
292	Eclectic Institute*	Vinton, Iowa	....	1872	A. McElwain	....	2	....	50	25	25	....	....	....	5	6	5	....
293	Tilford Academy*	Vinton, Iowa	....	1871	Thomas Tobin	....	2	3	130	75	55	100	10	20	30	20	7	....
294	Washington Academy	Washington, Iowa	....	1874	Rev. S. E. McKee, A. M	....	2	2	200	101	99	31	62	107	....	....	....	....
295	Wilton Collegiate Institute	Wilton, Iowa	1872	1872	O. G. Augir, A. B	FreeW.B	2	1	65	30	35	....	....	....	4	3	....	....
296	Geneva Academy	Geneva, Kans	1866	1866	G. W. Thompson	Presb	1	1	25	9	16	25	0	0	....	....	0	0
297	Hartford Collegiate Institute*	Hartford, Kans	1859	1862	Rev. L. W. Thrall, A. M	M. E	3	1	78	44	34	78	....	....	....	....	....	....
298	St. Mary's Female Academy*	Leavenworth, Kans	1868	1858	Mother Xavier Ross	R. C	....	7	40	....	40	....	....	....	....	....	....	....
299	St. Ann's Academy	Osage Mission, Kans	1872	1871	Mother Bridget Hayden	R. C	0	12	65	0	65	65	60	4	....	....	....	....
300	Bellewood Seminary	Anchorage, Ky	....	1876	Rev. Daniel P. Young	Presb	2	5	....	....	....	....	....	....	....	....	....	....
301	Forest Academy*	Anchorage, Ky	1864	1855	Rev. B. H. McCown, D. D	Non-sect	3	....	67	67	....	50	34	12	....	....	....	....
302	Bracken County Academy*	Augusta, Ky		....	R. C. Mitchell	....	2	2	80	45	35	52	18	....	4	....	2	....
303	Bardstown Female Academy	Bardstown, Ky	1832	....	Mrs. M. P. Cosby	Presb	1	3	50	5	45	....	....	....	....	....	....	....
304	Bardstown Male and Female College.	Bardstown, Ky	1850	1840	H. J. Greenwell, A. M	Baptist	2	3	60	34	26	60	10	0	5	....	3	....
305	Nazareth Literary and Benevolent Institution.	Near Bardstown, Ky	1829	1812	Mother Columba Carroll	R. C	0	25	150	0	150	150	....	70	....	....	....	....
306	Green River Female Seminary	Bowling Green, Ky	1868	1868	Rev. Thos. H. Storts, A. M	Baptist	1	2	57	10	47	57	0	0	0	0	....	....
307	La Rue English and Classical Institute.	Buffalo, Ky	....	1874	Rev. J. T. Leonard	Non-sect	2	1	90	50	40	84	4	2	....	....	....	....
308	Alexander College	Burksville, Ky	1871	1868	Rev. J. P. McMillan	Presb	1	4	75	25	50	20	20	10	12	10	0	0
309	Carroll Seminary	Carrollton, Ky	1860	1860	J. T. English, A. B	....	1	3	130	60	70	100	30	0	10	0	8	0
310	Columbus College	Columbus, Ky	1878	1877	W. H. Campbell	....	2	3	100	38	62	85	15	18	20	8	....	....
311	Danville Classical and Military Academy.	Danville, Ky	1875	1874	Prof. C. H. Withrow and James L. Ford.	Presb	4	....	94	94	....	25	75	10	....	....	....	....
312	Green River Academy and Science School.*	Elkton, Ky	1835	1835	A. F. Williams, A. M	Non-sect	1	2	90	40	50	90	37	18	35	6	8	3
313	Eminence Male and Female Seminary.	Eminence, Ky	....	....	A. S. Pettie	Baptist	2	2	76	38	38	65	9	2	....	....	0	0
314	Kalamont High School	Flemingsburg, Ky	....	1876	Rev. J. P. Hendrick	Presb	2	2	36	16	20	20	16	....	4	....	....	....
315	Greenwood Seminary	Frankfort, Ky	....	1846	Mrs. Mary T. Runyan	Non-sect	1	2	47	12	35	....	....	....	....	....	....	....
316	Kentucky Eclectic Institute	Frankfort, Ky	1871	1872	James W. Dodd, LL. D.	Non-sect	4	2	65	35	30	10	55	20	1	0	0	0
317	St. Aloysius and St. Joseph's Academies.	Frankfort, Ky	....	1860 1871	Brother Flavian, Sister Vincentia.	R. C	3	4	130	60	70	....	....	....	....	....	*b*3	....
318	Preparatory and Select School of the Abbey of Gethsemani.	Gethsemane, Ky	1868	1861	Rt. Rev. B. M. Benedict	R. C	3	0	47	47	0	....	0	0	0	0	1	....
319	Ghent College	Ghent, Ky	1867	1867	J. S. Blackwell	Non-sect	3	3	180	101	79	150	61	38	75	81	41	62
320	Owen College	Harrisburg, Ky	1870	1869	Ed. Porter Thompson	Non-sect	2	3	100	75	25	....	7	10	1	0	....	....
321	Hodgenville Seminary	Hodgenville, Ky	0	1853	James E. Wightt	Non-sect	1	1	140	75	65	140	12	0	15	3	2	0
322	Franklin Institute	Lancaster, Ky	1848	1848	G. W. Dunlap, jr	Non-sect	2	3	85	25	60	85	4	2	2	....	0	0
323	Lancaster Male Academy	Lancaster, Ky	....	....	B. F. Hudson	Non-sect	2	0	60	60	0	50	....	....	....	....	....	....

*From Report of the Commissioner of Education for 1876.

a Number in attendance during the fall term only.

b From St. Aloysius Academy.

TABLE VI.—*Statistics of institutions for secondary instruction for 1877, &c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
324	Calvary Academy*	Near Lebanon, Ky	1829	1819	....	R. C	....	5	30	....	30	....	....	....	....	....	....	....
325	Sayre Female Institute	Lexington, Ky	1856	1854	H. B. McClellan, A. M	Presb	5	8	180	0	180	180	32	26	....	....	....	....
326	Threlkeld Select School	Lexington, Ky	......	1871	T. B. Threlkeld, A. M	....	3	....	60	60	....	35	18	20	14	10	4	3
327	Loretto Academy	Loretto, Ky	1830	1812	....	R. C	....	11	....	....	....	....	....	....	....	....	....	....
328	Collegiate School for Young Ladies	Louisville, Ky. (205 Sixth street)	1853	1854	S. B. Barton, A. M	Presb	1	6	60	....	60	60	10	10	....	....	....	....
329	German and English Academy	Louisville, Ky	......	1866	William Mueller	....	2	3	110	63	47	110	....	110	....	....	....	....
330	Marvin Female Academy	Louisville, Ky. (113 Broadway.)	......	......	S. T. Scott, A. M	....	....	....	....	....	....	....	....	....	....	....	....	....
331	High School	Manchester, Ky	0	1875	S. A. Harris, A. M	Non-sect	2	1	100	....	....	....	5	....	....	3	2	0
332	Marion Academy	Marion, Ky	1868	1869	J. J. Nall and R. H. Adams	Non-sect	3	2	136	70	66	136	10	15	....	....	....	....
333	Graves College*	Mayfield, Ky	1860	1860	W. W. Hunter and J. K. Jamison.	....	2	2	120	50	70	110	10	....	5	....	....	....
334	Mayfield Seminary	Mayfield, Ky	0	1870	James R. Hodges	Non-sect	2	2	180	80	100	120	30	0	6	6	....	....
335	Maysville Seminary	Maysville, Ky	1822	1822	H. R. Blaisdelle	Non-sect	1	2	48	22	26	6	42	21	6	0	3	2
336	Minerva Male and Female College	Minerva, Ky	1856	1856	Isaac Reese and O. N. Weaver	Non-sect	2	0	95	47	48	93	2	6	3	3	....	....
337	Morganfield Collegiate Institute	Morganfield, Ky	183–	1868	William W. May, A. M	Non-sect	2	2	117	52	65	95	22	4	8	0	....	1
338	Henry Male and Female College	New Castle, Ky	1850	1850	Robert Ryland	Non-sect	3	4	121	53	68	100	20	0	....	....	....	....
339	Bethel Academy	Nicholasville, Ky	1798	1790	A. N. Gordon	Non-sect	2	....	51	51	0	21	30	0	(30)		0	0
340	Jessamine Female Institute	Nicholasville, Ky	1846	18—	Rev. J. B. Tharp	Non-sect	1	3	72	2	70	65	8	6	0	0	0	0
341	Browder Institute	Olmstead, Ky	1868	1868	W. H. Weedin, A. M	Non-sect	1	2	75	45	30	75	7	0	7	0	0	0
342	Garth Female College	Paris, Ky	1876	1875	C. E. Young	....	2	3	72	0	72	40	32	13	....	....	....	....
343	Princeton College	Princeton, Ky	1857	1859	E. Lee Blanton	Non-sect	2	3	77	34	43	70	15	14	3	1	0	0
344	Madison Female Institute	Richmond, Ky	1856	1855	Burnet J. Pinkerton	Christ'n.	2	3	90	8	82	90	10	5	....	....	....	....

345	Male and Female Academy	Sharpsburg, Ky	1850	1847	R. A. Calvert	....	1	2	68	33	35	68	7	7	3	....	8	8
346	Fairview Male and Female Seminary.	Simpsonville, Ky	0	1869	H. F. Jordan	Baptist	1	2	72	34	38	50	3	....	3	....	5	1
347	Masonic Institute	Somerset, Ky	1866	1867	Thomas M. Mourning	Non-sect	1	1	45	20	25	45	5	0	0	0	....	....
348	Academy of St. Catherine of Sienna.*	Springfield, Ky	1840	1822	Sister Regina O'Meara, O. S. D	R. C	....	10	54	....	54	....	....	....	....	....	....	....
349	Spencer Institute	Taylorsville, Ky	1848	1849	Rev. G. S. Roudebush	Non-sect	4	5	150	63	87	112	38	16	7	11	5	2
350	Riverside Seminary	Vanceburg, Ky	....	....	Rev. L. B. Piersel	M. E	1	1	65	30	35	65	....	....	....	....	....	....
351	West Liberty Male and Female Seminary.	West Liberty, Ky	....	1877	James P. Thornley	Baptist	1	1	41	18	23	15	6	....	4	....	....	....
352	Winchester Male and Female High School.	Winchester, Ky	1876	1872	Th. Smith	Non-sect	2	3	124	66	58	124	57	24	50	....	7	1
353	Morehouse College	Bastrop, La	0	1857	Arthur D. Bayles	Non-sect	2	....	42	42	....	38	16	9	14	0	8	....
354	Millwood Female Institute	Jackson, La	1876	1866	Miss M. B. McCalmont	Meth	1	4	25	15	10	....	....	....	....	....	....	....
355	Keachi Female College	Keachi, La	1857	1858	Rev. J. H. Tucker	Baptist	1	3	76	0	76	55	10	6	6	5	....	....
356	Convent of the Presentation	Marksville, La	1869	1856	Sister Mary Hyacinth	R. C	....	6	38	0	38	....	....	....	....	....	....	....
357	St. Hyacinth's Academy	Monroe, La	....	1866	Sister Mary Seraphina	R. C	0	5	32	0	32	32	9	9	0	0	0	0
358	St. Matthew's Academy*	Monroe, La	....	1859	Henry Floyd	R. C	2	1	46	46	....	46	3	16	3	2	2	....
359	Hebrew Educational Institute*	New Orleans, La. (Calliope street).	1867	1867	Ulric Bettison	Non-sect	4	4	180	100	80	180	8	146	0	0	3	0
360	Loquet-Leroy Institute	New Orleans, La. (box 1130)	....	1871	Mrs. S. B. Loquet-Leroy	Non-sect	5	10	80	0	80	80	....	80	....	....	....	....
361	St. Aloysius Academy*	New Orleans, La	1869	1869	Brother Florimond	R. C	7	0	185	185	0	185	0	160	6	10	8	4
362	St. Joseph's School for Boys	New Orleans, La. (Common street).	....	1859	Rev. Charles J. Beecher	R. C	5	0	200	200	0	200	....	....	10	5	8	....
363	Gould's Academy*	Bethel, Me	....	1836	David M. McPherson, A. B.	Non-sect	1	....	57	27	30	44	7	6	2	0	4	1
364	East Maine Conference Seminary	Bucksport, Me	1850	1852	Rev. George Forsyth, A. M	M. E	3	2	189	110	79	74	75	30	10	....	1	....
365	China Academy*	China, Me	1818	1818	Gustavus J. Nelson	....	2	1	55	27	28	47	8	....	2	....	0	....
366	Corinna Union Academy	Corinna, Me	1851	1851	Wyman B. Piper	Non-sect	2	1	....	....	....	17	2	2	....	....	1	1
367	Greely Institute	Cumberland Centre, Me	1859	1868	J. M. Hawkes, A. M.	Non-sect	4	5	184	115	69	76	20	12	20	0	2	0
368	Westbrook Seminary*	Deering, Me	1830	1834	George M. Bodge	Univ	5	5	125	65	60	70	55	30	23	17	8	4
369	Exeter High School*	Exeter, Me	1840	1840	E. D. Pratt	Non-sect	2	3	100	40	60	90	10	0	4	6	0	1
370	Abbott Family School	Farmington, Me	1870	1844	A. H. Abbott	Non-sect	2	2	20	20	....	12	8	6	8	1	2	....
371	Foxcroft Academy	Foxcroft, Me	1823	1823	J. R. Brackett, A. M	Non-sect	3	3	163	79	84	121	40	2	10	2	1	....
372	Freedom Academy	Freedom, Me	1836	1837	A. Fogg, A. M	Cong	1	1	51	25	26	45	7	....	....	1	....	3
373	Fryeburg Academy*	Fryeburg, Me	1792	1792	Walter A. Robinson, A. B	Cong	1	2	72	37	35	36	28	8	12	2	2	0
374	Hallowell Classical and Scientific Academy.	Hallowell, Me	1872	1874	Rev. A. W. Burr	Cong	2	4	134	67	67	45	29	30	29	2	4	4
375	Hampden Academy	Hampden, Me	1802	1810	A. E. Rogers	Non-sect	2	....	60	25	35	28	15	10	5	3	2	2
376	Hartland Academy	Hartland, Me	1839	1840	James Otis Bradbury	Non-sect	1	3	210	97	113	60	42	8	7	....	....	4
377	Lee Normal Academy	Lee, Me	1845	1845	Marion Douglass, A. B.	Non-sect	2	1	53	23	30	49	4	0	3	12	1	....
378	Mattanawcook Academy*	Lincoln, Me	1857	....	Tascus Atwood, S. B.	....	1	1	50	25	25	50	0	4	....	....	....	....
379	Litchfield Academy*	Litchfield Corners, Me	1845	1845	John E. Cutter	Non-sect	1	2	85	54	31	56	29	0	....	....	....	1
380	Monmouth Academy	Monmouth, Me	1803	1803	Harrison M. Pratt, A. B	Non-sect	1	1	80	40	40	80	35	6	10	0	2	0
381	Lincoln Academy	Newcastle, Me	1801	1804	G. M. Thurlow, A. M	Non-sect	1	1	213	115	98	....	18	20	7	....	1	....
382	Eaton Family and Day School	Norridgewock, Me	....	1856	H. F. Eaton	....	1	3	145	75	70	125	12	10	6	10	4	4
383	Paris Hill Academy	Paris, Me	1857	1858	Charles A. Black, A. M	Non-sect	1	2	63	35	28	45	12	10	5	0	0	0
384	Patten Academy and Free High School.*	Patten, Me	1848	1848	John G. Thomas	....	1	1	60	30	30	60	....	....	....	....	....	....
385	Berwick Academy	South Berwick, Me	1791	1793	Vacant	Non-sect	1	1	65	40	25	....	....	....	0	0	0	0
386	Franklin Family School	Topsham, Me	1872	1857	D. L. Smith	Non-sect	2	2	25	18	7	18	7	5	4	2	....	2

* From Report of the Commissioner of Education for 1876.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1877, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
387	Oak Grove Seminary and Commercial College.	Vassalboro', Me	1857	1846	Edward H. Cook, A. B	Friends	5	3	72	40	32	57	13	2	8	0	0	0
388	Boys' School of St. Paul's Parish	Baltimore, Md. (258 Saratoga street).	......	......	G. G. Mead	P. E	3	....	36	36	....	23	13	....	....	....	....	....
389	Knapp's Institute*	Baltimore, Md. (29, 31, and 33 North Holliday st.).	1864	1853	Frederick Knapp	Non-sect	6	3	400	300	100	400	15	350	1	1	0	0
390	Morison Academy	Baltimore, Md	......	......	Helen S. Fletcher	....	0	5	50	....	50	....	....	....	....	....	....	....
391	Mt. Vernon Institute	Baltimore, Md. (46 Mt. Vernon Place).	1859	1859	Mrs. M. I. Jones and Mrs. Maitland.	P. E	5	9	70	0	70	70	25	65	....	....	....	....
392	Newton Academy	Baltimore, Md. (Baltimore st. and Carrollton av.).	......	1847	Thomas Lester	....	2	....	30	30	....	30	....	15	....	....	....	....
393	Oxford School for Boys	Baltimore, Md. (cor. Myrtle ave. and Smith st.).	......	1873	William C. Hynds, A. M	....	2	....	20	20	....	12	8	4	7	3	2	1
394	Patterson Park Seminary	Baltimore, Md	......	1877	Misses K. S. French and N. F. Randolph.	Non-sect	0	3	20	....	20	20	....	20	....	....	....	....
395	Pembroke School for Boys*	Baltimore, Md. (189 Madison avenue).	......	1861	Prof. James C. Kinear, A. M.	Non-sect	5	0	40	40	....	40	15	8	6	3	2	0
396	Roland Academy	Baltimore, Md. (253 W. Hoffman st.).	......	1872	Rebecca McConkey	Non-sect	...	6	76	....	76	76	28	76	....	....	....	....
397	St. George's Hall	Baltimore, Md. (Elmwood Station).	......	......	....	....	....	....	....	....	....	....	....	....	....	....	....	....
398	St. Joseph's Academy (Calvert	Baltimore, Md. (79 Sara-	0	1848	Brother Gustavus	R. C	8	0	150	150	0	120	20	40	....	....	2	0

399	School for Boys	Baltimore, Md. (265 N. Eutaw st.).	......	1864	George G. Carey, A. M.	....	5	....	50	50	0	4	46	18	....	....	3	....
400	School for Young Ladies	Baltimore, Md. (234 Madison avenue).	......	1871	Sarah A. Jenness	....	....	2	20	....	20	20	....	5	....	....	....	....
401	School of Modern Languages	Baltimore, Md. (31 Mosher st.).	......	1866	Th. Heness, A. M	....	....	....	50	15	35	....	....	50	....	....	....	....
402	Southern Home School	Baltimore, Md. (197 N. Charles st.).	......	1842	Mrs. W. M. Cary, Mrs. H. C. Pegram.	Non-sect	4	8	60	0	60	....	....	....	....	....	....	....
403	Steuart Hall Collegiate and Commercial Institute.	Baltimore, Md. (1028 W. Baltimore st.).	......	1867	Rev. J. N. Hank, A. M	Non-sect	4	....	45	45	0	24	21	5	6	....	1	....
404	Zion School	Baltimore, Md. (N. Gay street).	1836	1836	Henry Scheib	Ind. Prot	6	3	382	225	157	382	....	382	....	....	12	....
405	Brookeville Academy	Near Brookeville, Md	1835	1835	S. H. Coleman	Non-sect	1	0	21	21	0	14	7	3	5	....	3	....
406	Overlea Home School for Young Gentlemen.	Catonsville, Md	......	1860	Rev. George W. Ebeling	Luth	2	....	18	18	....	18	8	6	8	....	....	....
407	Charlotte Hall Academy	Charlotte Hall, Md	1774	1774	Herbert Thompson	Non-sect	4	0	44	44	0	44	37	17	....	....	....	....
408	Holy Trinity School	Churchville, Md	......	1869	Rev. Edward A. Colburn	P. E	1	1	19	9	10	19	5	....	....	....	....	....
409	College of St. James Grammar School.	College of St. James, Md	1842	1840	Henry Onderdonk, A. M.	P. E	6	....	40	40	....	40	30	6	15	....	2	....
410	West Nottingham Academy	Colora, Md	1812	1852	George K. Bechtel, A. M.	Non-sect	3	0	52	52	0	25	27	2	5	0	1	....
411	Darlington Academy *a*	Darlington, Md	......	1843	John M. Cooley	Non-sect	....	....	....	....	....	....	....	....	....	....	....	....
412	Elkton Academy	Elkton, Md	1817	......	Thomas L. Graham	Non-sect	2	1	80	60	20	80	10	3	4	....	....	....
413	Academy of the Visitation*	Frederick, Md	......	......	....	R. C	....	....	73	....	73	....	....	....	....	....	....	....
414	St. John's Literary Institution	Frederick City, Md	1849	1829	Archibald J. Tisdall	R. C	4	....	64	64	....	38	26	....	20	....	....	....
415	Glenwood Institute	Glenwood, Md	1878	1864	Prof. L. G. Mathews, A. M.	....	3	....	60	60	....	48	25	17	17	14	7	5
416	Notre Dame of Maryland, Collegiate Institute for Young Ladies.	Govanstown, Md	1864	......	Ven. Mother Mary Theophila, S. S. N. D.	R. C	4	20	150	0	150	150	40	0	....	....	....	....
417	Hagerstown Female Seminary	Hagerstown, Md	1852	1855	Professor C. L. Keedy, A. M., M. D.	Luth	3	6	89	....	89	89	40	28	....	....	....	....
418	St. John's Female Seminary*	Near Knoxville, Md	0	1855	Rev. George Lewis Staley, D. D.	Ref'd Ger	1	2	27	....	27	20	7	8	....	....	....	....
419	Lutherville Female Seminary	Lutherville, Md	1853	1853	Rev. J. R. Dimm, A. M	Luth	2	5	52	....	52	52	18	10	2	....	....	....
420	New Windsor College	New Windsor, Md	1843	1840	Rev. A. M. Jelly, D. D	Non-sect	4	5	63	33	30	43	20	4	20	3	0	0
421	McDonogh Institute	Owings' Mills, Md	......	1873	William Allan, M. A.	Non-sect	3	....	50	50	....	50	....	26	....	....	0	0
422	St. George's Hall for Boys	Reisterstown, Md	0	1876	James C. Kinear	P. E	3	0	20	20	0	20	8	8	....	....	....	....
423	St. Michael's Home School for Boys.*	Reisterstown, Md	......	1868	Rev. R. Heber Murphy, A. M.	P. E	1	1	19	17	2	....	14	....	....	....	....	....
424	The Hannah More Academy	Reisterstown, Md	1832	1832	Rev. Arthur J. Rich, A. M., M. D.	P. E	5	3	31	....	31	31	16	5	....	....	....	....
425	Stanmore School	Sandy Spring, Md	......	1858	Caroline H. Miller	....	2	3	18	0	18	18	1	6	0	0	1	0
426	Mt. Pleasant Institute for Boys	Amherst, Mass	......	1846	Henry C. Nash, A. M.	P. E	2	0	16	16	0	10	6	0	6	0	0	0
427	Punchard Free School *b*	Andover, Mass	1852	1856	William G. Goldsmith, A. M.	Non-sect	2	2	72	30	42	72	0	32	0	0	0	1
428	Family Boarding School for Boys*	Belmont, Mass	......	1872	David Mack	Liberal	1	1	2	2	0	2	0	0	0	0	0	0
429	Powers Institute	Bernardston, Mass	......	1858	Frederic E. Stratton, A. M	Non-sect	3	0	130	60	70	101	22	7	10	2	4	0
430	Howe School	Billerica, Mass	1852	1852	Samuel Tucker	Non-sect	1	1	48	13	35	48	0	12	0	0	0	0
431	Houghton School	Bolton, Mass	1848	1849	Franklin F. Phillips	Non-sect	1	....	46	26	20	46	9	3	....	....	....	....
432	Blackstone Square School*	Boston, Mass. (45 West Newton street).	......	1865	Misses R. I. Gilman and M. E. Blair.	Cong	2	9	17	....	17	....	2	15	....	....	....	....
433	English, French, and German Family and Day School.	Boston, Mass. (68 Marlboro' street).	......	1866	Miss M. L. Putnam	P. E	2	8	16	....	16	16	16	16	....	....	....	....

* From Report of the Commissioner of Education for 1876. *a* Became a part of the public school system September, 1877. *b* Free by endowment.

TABLE VI.—*Statistics of institutions for secondary instruction for 1877, &c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
434	Home and Day School	Boston, Mass. (68 Chester Square).	....	1872	Mrs. S. H. Hayes	Non-sect	2	6	28	....	28	28	7	14	4	....	....	....
435	Home and Day School*	Boston, Mass. (Roxbury Post-office).	....	....	Mary L. Hall	....	....	6	26	....	26	26	12	26	....	....	....	....
436	Newbury Street School	Boston, Mass. (34 Newbury street).	0	1867	Rev. H. C. Badger, A. M.	Non-sect	4	7	40	....	40	....	....	....	....	....	....	....
437	Otis Place School	Boston, Mass. (5 Otis Place).	....	1872	Mrs. A. C. Martin	....	3	4	36	....	36	....	....	....	....	....	....	....
438	St. Margaret's School	Boston, Mass. (5 Chestnut street).	....	1875	Miss Edith Chene	P. E	....	5	30	....	30	....	....	....	....	....	....	....
439	School of Modern Languages	Boston, Mass. (2 A, Beacon street).	....	1870	Arnold A. F. Züllig	Non-sect	1	2	105	30	75	....	....	....	....	....	....	....
440	Union Park School for Young Ladies.	Boston, Mass. (18 Concord Square).	....	1856	Henry Williams	....	2	5	50	....	50	50	5	45	....	....	....	....
441	Hitchcock Free High School	Brimfield, Mass	1855	1855	E. W. Norwood, A. M	Non-sect	3	2	106	66	40	....	11	15	11	....	2	....
442	Wayside Family School	Concord, Mass	0	1866	Mary C. Pratt	Non-sect	3	3	13	3	10	13	5	6	0	1	0	0
443	Deerfield Acad. and High School*	Deerfield, Mass	1797	....	Edgar R. Downs	Non-sect	1	1	33	21	12	18	8	7	0	0	0	0
444	Nichols Academy	Dudley, Mass	1822	1822	Marcellus Coggan, A. M	....	3	0	91	50	41	70	15	8	15	....	5	1
445	Partridge Academy	Duxbury, Mass	1829	1843	Edward B. Maglathlin	Non-sect	1	1	46	25	21	34	12	14	1	2	0	0
446	Mrs. Potter and Miss Pierce's Home Boarding School.	Everett, Mass	....	1874	Mrs. A. P. Potter, Miss O. J. Pierce.	Baptist	2	5	35	....	35	10	25	15	....	....	....	....
447	Lawrence Academy	Falmouth, Mass	1834	1833	Lucian Hunt, A. M	Non-sect	2	....	25	6	19	23	7	....	2	....	....	....
448	Dean Academy	Franklin, Mass	1865	1866	Hannah M. Parkhurst	Univ	4	5	132	69	63	....	....	....	0	0	2	0

449	Sedgwick Institute	Great Barrington, Mass	....	1857	James Bird, M. A	Cong.	1	2	16	16	0	12	4	1	....	....	....	....
450	Prospect Hill School	Greenfield, Mass	....	1869	Miss Sabra Wright	Unit'r'n	....	5	27	....	27	....	12	25	....	....	....	....
451	Elmwood Home	Hadley, Mass	....	1866	Misses Porter and Champney	Cong.	2	2	12	....	12	12	....	8	....	....	....	....
452	Hanover Academy	Hanover, Mass	....	1828	John G. Knight	Non-sect	1	....	23	9	14	14	....	....	....	1	....	1
453	Derby Academy	Hingham, Mass	....	....	N. H. Dole	Non-sect	1	1	32	13	19	....	12	23	....	....	....	....
454	Leicester Academy*	Leicester, Mass	1784	1784	D. Newton Putney, A. B	....	2	4	55	30	25	40	10	2	....	....	....	....
455	St. Patrick's Female Academy	Lowell, Mass	....	1852	Sister Désirée	R. C.	....	10	110	....	110	110	21	56	....	....	....	....
456	Barstow School	Mattapoisett, Mass	1870	1857	Charles W. Benton	....	1	....	34	10	24	....	....	....	2	....	....	....
457	Eaton Family School	Middleborough, Mass	....	1854	Amos H. Eaton	....	1	2	39	36	3	35	2	2	0	1	0	0
458	Peirce Academy	Middleborough, Mass	1835	1808	George H. Coffin	Baptist	2	3	30	20	10	20	10	6	10	....	....	2
459	Highland Hall	Millbury, Mass	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
460	Coffin School (Lancasterian School)	Nantucket, Mass	1827	1827	Edmund B. Fox	Non-sect	1	3	81	33	48	40	40	42	0	0	1	2
461	Friends' Academy	New Bedford, Mass	1812	1812	Andrew Ingraham	Non-sect	4	1	35	21	14	....	19	33	19	....	4	0
462	Consolidated High and Putnam Schools.	Newburyport, Mass	1838	1764 1843 1848	Amos H. Thompson	Non-sect	3	3	259	98	161	181	78	50	3	....	2	1
463	South Berkshire Institute*	New Marlboro', Mass	1857	1857	Ambrose E. Stone, A. B	Cong.	1	....	75	50	25	75	....	....	....	....	....	....
464	New Salem Academy	New Salem, Mass	1795	....	W. H. Smiley, A. B	Non-sect	1	....	21	11	10	13	7	....	3	1	....	....
465	Hillside Boarding and Day School	Newton, Mass	....	1877	Mrs. S. M. Cochrane	P. E.	2	4	20	....	20	20	....	14	....	....	....	....
466	Miss Salisbury's School for Young Ladies.	Pittsfield, Mass	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
467	School for Boys	Pittsfield, Mass	....	....	Jared Reid, jr., A. M		....	....	....	....	....	....	....	....	....	....	....	....
468	Sawin Academy and Dowse High School.	Sherborn, Mass	....	1874	E. A. H. Allen, C. E	Non-sect	1	1	44	23	21	44	22	12	2	....	0	0
469	Dummer Academy	South Byfield, Mass	1782	1763	Rev. E. G. Parsons, M. A	Non-sect	1	1	34	20	14	29	4	5	2	0	0	0
470	Family and Day School for Young Ladies.	Springfield, Mass	....	....	Catharine L. Howard	Unit'r'n	1	6	40	....	40	....	....	....	....	....	....	....
471	Hillside Home for Young Ladies	Stockbridge, Mass	....	1875	Mary A. Brewer	Cong.	1	1	8	....	8	8	2	6	....	....	....	....
472	Waltham New-Church School	Waltham, Mass	....	1860	Benj. Worcester	N. Jerus.	2	4	68	29	39	....	....	....	2	0	0	0
473	Willow Park Seminary*	Westboro', Mass	0	1866	Norman P. Wood, A. B	Non-sect	2	3	50	26	24	46	4	12	4	1	0	1
474	Family School for Boys	West Tisbury, Mass	....	1870	M. C. Mitchell, A. M	....	3	....	20	20	....	20	4	6	....	....	....	....
475	Wesleyan Academy	Wilbraham, Mass	1824	1825	Rev. N. Fellows, A. M	M. E	8	4	324	195	129	216	64	44	64	....	6	1
476	English and Classical Family School.	Williamstown, Mass	....	1875	Rev. N. H. and M. Egleston	....	3	2	14	14	0	6	6	7	5	....	1	....
477	Highland Military Academy	Worcester, Mass	....	1856	C. B. Metcalf, A. M	Non-sect	6	....	50	50	....	50	6	6	2	8	....	4
478	Miss Williams' School	Worcester, Mass	0	1873	Ava Williams	Non-sect	2	6	30	0	30	30	20	29	9	0	0	0
479	School of Modern Languages	Worcester, Mass	....	1875	Mrs. Minna V. Fitch	Non-sect	....	4	120	21	99	20	....	92	....	....	....	....
480	Detroit College	Detroit, Mich		1877	Rev. John B. Miége, S. J	R. C.	4	....	86	86	....	....	....	....	....	....	....	....
481	German-American Seminary	Detroit, Mich. (Lafayette st.)	1861	1861	Emil Pollmar	Non-sect	4	4	220	132	88	....	....	....	....	....	....	....
482	Mrs. Towle's School	Detroit, Mich. (35 Lafayette ave.)	1859	....	Mrs. S. Towle	Non-sect	....	....	....	....	....	....	....	....	....	....	....	....
483	Latimer Hall	Fentonville, Mich	1868	1871	Rev. L. W. Applegate	P. E.	2	2	19	9	10	18	1	....	2	....	....	....
484	School for Young Ladies and Children.	Grand Rapids, Mich	....	1874	The Misses Bacon	Non-sect	1	3	35	....	35	35	....	....	....	....	....	....
485	St. Mary's Academy	Monroe, Mich	....	....	Sister Mary Clotilda, super'r	R. C.	....	....	165	....	165	152	8	4	....	....	43	....
486	Michigan Military Academy	Orchard Lake, Mich	1877	1877	Major J. S. Rogers, supt.	Non-sect	8	....	54	54	....	30	7	18	7	3	....	....
487	St. Croix Valley Academy	Afton, Minn	1868	1869	W. M. Gorrie	Non-sect	1	1	75	40	35	75	20	....	5	3	2	....
488	Caledonia Academy	Caledonia, Minn	....	1872	W. D. Belden	....	1	1	....	....	....	....	6	....	....	2	2	....
489	Bethlehem Academy and Parish School.	Faribault, Minn	....	1865	Sister M. Gertrude Power	R. C.	....	7	304	154	150	279	....	25	....	....	....	....

* From Report of the Commissioner of Education for 1876.

TABLE VI.—*Statistics of institutions for secondary instruction for 1877, &c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
490	Hallock Institute	Faribault, Minn. (cor. Cedar and 5th sts.).	....	1873	Mrs. A. A. Hallock-Jackson	Christ'n	....	....	15	....	15	....	....	....	....	....	8	....
491	Shattuck School	Faribault, Minn	1860	1864	Rev. James Dobbin, A. M	P. E	7	....	108	108	....	55	33	20	16	6	5	1
492	St. Boniface Academy*	Hastings, Minn	....	1872	Sister Augustine	R. C	....	6	75	....	75	....	....	....	....	....	....	....
493	Hokah Convent	Hokah, Minn	....	18—	Sister Superior	R. C	....	4	55	30	25	....	....	....	....	....	....	....
494	School of the Holy Apostles	Mankato, Minn	....	1874	Rev. Peter Schnitzler	R. C	4	....	80	80	....	80	15	80	....	....	....	....
495	Christ Church Parish School	Red Wing, Minn	....	1861	Rev. George W. Watson	P. E	....	2	60	25	35	55	5	....	....	....	....	....
496	Leighton Academy	St. Paul, Minn	....	1871	Rev. W. R. Powell, rector	P. E	2	3	25	....	25	....	20	5	....	....	....	....
497	Norwood Hall*	St. Paul, Minn. (67 Irvine Park).	....	....	Miss Anna Fyfe	Non-sect	2	4	50	....	50	....	....	....	....	....	....	....
498	St. Joseph's Academy	St. Paul, Minn	1867	1850	Sister Celestine	R. C	2	12	120	....	120	120	4	7	....	....	....	....
499	St. Paul Home School	St. Paul, Minn. (36 Iglehart st.).	....	1858	Mrs. M. W. Brown	P. E	4	6	75	35	40	60	....	25	....	15	5	3
500	Gustavus Adolphus College	St. Peter, Minn	1874	1876	Rev. J. P. Nyquist	Ev. Luth	3	....	71	63	8	53	13	5	13	....	2	....
501	Wesleyan Methodist Seminary	Wasioja, Minn	1873	1873	E. G. Paine, A. B	Meth	1	3	184	113	71	155	27	2	20	6	5	0
502	Yazoo District High School	Black Hawk, Miss	....	....	E. W. Tarrant, A. B	M. E. So	1	3	78	48	30	62	13	3	6	....	2	....
503	Blue Mountain Female College	Blue Mountain, Miss	1877	1873	Mr. and Mrs. M. P. Lowrey	Non-sect	2	4	94	....	94	85	9	....	....	....	....	....
504	Mt. Hermon Female Seminary	Clinton, Miss	1873	1875	Sarah A. Dickey	Non-sect	....	2	21	....	21	21	....	....	....	....	....	....
505	Grenada Female College	Grenada, Miss	1875	1875	Rev. D. D. Moore	M. E	1	3	60	....	60	60	20	0	....	....	....	....
506	Chalmers Institute	Holly Springs, Miss	....	....	W. A. Anderson	....	1	....	21	21	....	....	6	....	....	....	2	....
507	Iuka Female Institute	Iuka, Miss	1859		N. A. Flournoy, A. M	Non-sect	2	3	103	12	91	103	26	15	....	....	....	....
508	Iuka Presbyterial Male High School.	Iuka, Miss	1878	1877	N. A. Flournoy, A. M., and J. C. Pettus.	Presb	3	....	52	52	....	52	13	2	10	15	0	0
509	McComb City Academy	McComb City, Miss	....	1875	L. E. Divine	Non-sect	....	2	50	24	26	50	....	....	....	....	....	....

510	Pontotoc Male Academy	Pontotoc, Miss	0	......	F. C. Austin	Non-sect	2	....	25	25	....	21	4	....	12	....	1	....
511	Sardis Institute	Sardis, Miss	0	1864	James A. Rainwater	Non-sect	2	3	160	90	70	114	46	11	24	0	13	0
512	Vaiden Male and Female Institute	Vaiden, Miss	0	1874	C. H. Barksdale, A. M	Non-sect	1	1	45	25	20	35	10	....	4	4	0	0
513	Arcadia College*	Arcadia, Mo	1870	1846	Rev. Charles O. Jones, A. M	Meth. So	3	2	72	40	32	60	10	2	....	....	....	....
514	The Kemper Family School	Boonville, Mo	0	1844	F. T. Kemper, A. M	Non-sect	4	2	48	48	0	24	24	8	12	....	1	....
515	Chillicothe Academy*	Chillicothe, Mo	0	1869	J. M. Long, A. M	Non-sect	1	2	70	40	30	70	3	0	0	0	0	0
516	St. Joseph's Academy	Edina, Mo	1863	1863	Sister Teresa	R. C	....	....	85	40	45	....	0	0	0	0	0	0
517	Grand River College	Edinburg, Mo	1859	1858	Jno. E. Vertrees, A. M	Baptist	4	1	84	50	34	....	....	....	....	....	....	....
518	Kirkwood Seminary*	Kirkwood, Mo	1868	1861	Miss Anna C. Sneed	Non-sect	....	5	80	....	80	40	10	10	....	....	....	....
519	Marionville Collegiate Institute	Marionville, Mo	......	1870	Rev. Jasper A. Smith	M. E	2	4	115	69	46	102	13	....	13	....	....	....
520	Palmyra Seminary	Palmyra, Mo	1857	1857	J. M. McMurry and S. A. B. Pryor.	Non-sect	1	3	101	36	65	101	10	....	....	....	....	....
521	St. Paul's College	Palmyra, Mo	1852	1848	Rev. J. A. Wainwright, A. M., M. D.	P. E	4	2	64	50	14	50	25	10	10	....	....	....
522	High School in St. Charles College	St. Charles, Mo	1837	1838	J. J. Potts, A. M	M. E. So.	1	....	33	26	7	23	10	....	....	....	....	....
523	Young Ladies' Institute	St. Joseph, Mo	......	1869	Rev. Charles Martin, M. D	Non-sect	3	6	73	....	73	....	....	....	....	....	....	....
524	German Institute	St. Louis, Mo. (215 S. 3d st.)	......	......	John Eyser	....	4	....	100	100	....	100	15	60	....	....	....	....
525	Mrs. Cuthbert's Seminary for Young Ladies.	St. Louis, Mo. (cor. 16th and Pine sts.).	......	1865	Mrs. Eugenia Cuthbert	Non-sect	2	7	150	....	150	150	60	90	....	....	....	....
526	St. Patrick's Academy	St. Louis, Mo	......	1868	Brother Nicholas	R. C	12	....	128	128	....	128	0	49	....	10	8	....
527	School of the Good Shepherd	St. Louis, Mo. (2029 Park ave.).	1873	1874	Sister Catharine, superior	P. E	4	10	58	....	58	....	....	....	....	....	....	....
528	Shelby High School	Shelbyville, Mo	1855	1856	Daniel M. Conway	M. E. So.	2	2	67	37	30	....	....	....	....	....	2	....
529	Stewartsville Male and Female Seminary.	Stewartsville, Mo	0	1863	Rev. W. O. H. Perry, A. M.	Non-sect	2	1	72	49	23	67	5	4	10	20	4	1
530	Brownell Hall*	Omaha, Nebr	1867	1863	Robert Doherty	P. E	2	6	85	....	85	85	7	15	....	....	25	....
531	Proctor Academy	Andover, N. H	1874	1874	Rev. Alva H. Morrill, A. M	Christian	1	2	75	42	33	64	4	7	2	0	0	0
532	Atkinson Academy	Atkinson, N. H	1791	1789	John V. Hazen	Cong	1	1	41	31	10	32	11	2	3	0	1	0
533	Beede's Academic and Normal Institute.	Centre Sandwich, N. H.	0	1839	Daniel G. Beede	Non-sect	2	1	*a*30	*a*15	*a*15	*a*30	0	0	0	0	0	0
534	Chester Academy	Chester, N. H.	......	......	Herbert S. Kimball	....	1	....	28	13	15	22	6	....	....	....	....	....
535	Stevens High School	Claremont, N. H	......	1868	Arthur J. Swain, A. M	....	1	2	111	41	70	105	45	....	6	....	1	....
536	Colebrook Academy*	Colebrook, N. H.	1846	1848	F. F. Phillips	Non-sect	2	....	90	50	40	90	20	15	5	8	....	....
537	Deering Academy	Deering, N. H.	1863	1851	Herod Chase, secretary	Non-sect	....	....	....	....	....	....	....	....	....	....	....	....
538	Pinkerton Academy	Derry, N. H.	1814	1815	Edmund R. Angell, A. M	Non-sect	1	1	52	27	25	30	25	5	5	1	2	0
539	Franklin Academy	Dover, N. H.	1818	1819	John Scales, A. M	....	1	1	70	40	30	50	20	8	....	....	....	....
540	Penacook Normal Academy	Fisherville, N. H.	1862	1863	Rev. A. C. Hardy, A. M	Non-sect	5	4	371	172	199	295	36	42	12	0	2	1
541	Francestown Academy	Francestown, N. H	1819	1800	Hervey S. Cowell, A. B	Non-sect	1	2	107	54	53	85	22	8	9	0	0	0
542	Gilmanton Academy	Gilmanton, N. H	1794	1797	Rev. David S. Hibbard	Cong	1	2	65	35	30	50	15	8	9	....	....	....
543	Hampton Academy*	Hampton, N. H.	1812	1815	Horace B. Hill	Cong	1	1	50	30	20	35	15	....	5	10	....	....
544	Hillsborough Bridge Union School and Valley Academy.	Hillsborough Bridge, N. H.	......	1863	Harry L. Brickett, A. M	....	1	1	110	58	52	100	10	....	1	....	....	3
545	Contoocook Academy	Hopkinton, N. H. (Contoocookville).	1856	1856	Rev. Charles Hardon	Swed'b'n	1	....	22	10	12	22	6	....	....	....	....	....
546	Kingston Academy	Kingston, N. H	1855	1856	A. H. Campbell, A. B	Cong	1	1	65	40	25	41	4	0	3	2	0	0
547	Lancaster Academy	Lancaster, N. H	1828	1829	Thomas Macomber, A. M.	Non-sect	2	2	121	59	62	60	33	22	12	....	1	....
548	Milton Classical Institute*	Milton, N. H	1867	1867	J. P. Bickford, A. B	....	1	1	65	25	40	60	5	....	....	....	....	....
549	McCollom Institute	Mt. Vernon, N. H.	1850	1850	George W. Todd, LL. B *b*	Non-sect	2	4	75	40	35	40	35	7	11	4	5	....
550	Nashua Literary Institution	Nashua, N. H	1840	1841	David Crosby, A. M	Non-sect	1	1	120	80	40	....	0	0	0	0	0	0
551	New Hampton Literary Institution	New Hampton, N. H	1853	1853	Rev. A. B. Meservey, PH. D	F. W. B	7	4	248	160	88	182	56	10	....	....	2	....
552	Appleton Academy	New Ipswich, N. H.	1789	1789	William A. Preston, A. M	....	3	2	61	35	26	31	30	....	10	....	2	....

*From Report of the Commissioner of Education for 1876.

a Average.

b Since succeeded by W. H. Ray, A. B., who kindly furnishes this report.

TABLE VI.— *Statistics of institutions for secondary instruction for 1877, &c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students. Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
553	North Conway Academy	North Conway, N. H	1823	1819	Rev. S. G. Norcross	Non-sect	1	2	65	28	37	55	10	4	2	....	1	....
554	Coe's Northwood Academy	Northwood, N. H	1867	1866	Rev. E. C. Cogswell	Non-sect	2	1	49	21	28	36	13	2	10	1	0	0
555	Northwood Seminary	Northwood Ridge, N. H	1867	......	J. H. Hutchins	Free Bap	....	....	25	16	9	....	....	....	6	....	....	....
556	Pembroke Academy	Pembroke, N. H	1818	1819	Isaac Walker, A. M	Cong....	2	2	126	74	52	112	14	3	5	1	1	0
557	Pittsfield Academy*	Pittsfield, N. H	1829	......	Daniel K. Foster	....	2	1	51	21	30	45	28	10	6	....	....	....
558	Miss Morgan's School for Young Ladies.	Portsmouth, N. H	......	1873	Arabella C. Morgan	....	3	7	57	....	57	....	....	....	....	....	....	....
559	Smith's Academy and Commercial College.	Portsmouth, N. H	......	1874	Lewis E. Smith	....	2	2	48	38	10	33	15	....	5	....	....	....
560	McGaw Normal Institute	Reed's Ferry, N. H	1849	1849	B. H. Weston, A. M	Non-sect	1	1	60	39	21	43	10	7	4	2	....	....
561	Dearborn Academy	Seabrook, N. H	1853	1853	Louise H. Ramsdell	Cong....	0	1	25	17	8	25	0	0	0	0	0	0
562	Barnard Academy	South Hampton, N. H	......	1842	Herbert W. Grindal	Non-sect	1	....	35	20	15	29	2	4	0	0	0	0
563	New Hampshire Conference Seminary and Female College. *b*	Tilton, N. H	1845	1845	Rev. John B. Robinson, A. M.	M. E....	7	3	268	138	130	158	70	40	35	4	7	0
564	Warner Free High School	Warner, N. H	1872	......	William Goldthwaite, A. B	....	1	1	42	22	20	34	8	....	3	....	1	....
565	Tubbs' Union Academy	Washington, N. H	1848	1848	Carl E. Knight	Non-sect	1	....	30	14	16	30	....	....	0	0	....	....
566	Kearsarge School of Practice	Wilmot, N. H	......	1876	John H. Larry	Non-sect	3	3	55	30	25	55	....	....	....	....	....	....
567	Wolfborough and Tuftonborough Academy.*	Wolfborough, N. H	1820	1821	DeWitt C. Durgin	....	1	....	55	32	23	55	....	....	0	....	....	....
568	Trinity Hall	Beverly, N. J	......	......	Miss Rachel G. Hunt	....	....	....	....	....	....	....	....	....	....	....	....	....
569	Blair Presbyterial Academy	Blairstown, N. J	......	1848	Henry D. Gregory, A. M., PH. D	Presb...	2	4	66	42	24	55	32	3	....	....	6	1
570	New Jersey Collegiate Institute	Bordentown, N. J	......	1868	Edgar Haas, A. M	....	1	2	40	22	18	35	5	....	....	....	....	....
571	South Jersey Institute	Bridgeton, N. J	1866	1870	Henry K. Trask, A. M	Baptist..	5	5	130	40	90	85	45	11	31	3	2	5
572	West Jersey Academy	Bridgeton, N. J	1851	1852	J. P. Sherman, A. M.	Presb...	8	1	....	....	....	....	....	....	....	....	1	....

573	Brainerd Institute	Cranbury, N. J	1865	1865	Leonard T. Brown	Presb	2	2	100	40	60	....	....	....	....	....	....	....
574	Jefferson Park Academy	Elizabeth, N. J	......	1872	James H. Lansley, PH. D	Non-sect	5	4	75	54	21	....	....	8	6	....	....	....
575	Misses Hayward's English and French School for Young Ladies.	Elizabeth, N. J	......	1869	Misses J. L. and A. Hayward	....	....	4	20	....	20	20	....	18	....	....	....	....
576	The Elizabeth Institute*	Elizabeth, N. J. (521 North Broad street).	......	1861	Miss N. C. Read	Presb	2	5	45	10	35	45	5	7	....	....	....	....
577	English and Classical School	Flemington, N. J	0	1875	I. N. Leigh	Presb	1	1	51	26	25	39	12	0	4	0	0	0
578	Freehold Institute	Freehold, N. J	......	1844	Rev. A. G. Chambers	Non-sect	5	....	75	75	0	17	30	6	15	13	4	8
579	Hackensack Academy	Hackensack, N. J	......	1869	S. D. Brooks	....	1	5	102	58	44	80	22	19	1	....	....	....
580	Centenary Collegiate Institute	Hackettstown, N. J	1867	1874	Rev. Geo. H. Whitney, D. D	M. E	5	6	175	110	65	65	110	37	110	30	*a*15	0
581	Young Ladies' Seminary	Hightstown, N. J	0	1864	Rev. William M. Wells	Non-sect	0	4	46	8	38	41	5	4	0	0	0	0
582	Hoboken Academy	Hoboken, N. J	1860	1861	Magnus Schoeder	Non-sect	13	5	449	292	157	....	....	....	....	....	2	....
583	Martha Institute	Hoboken, N. J. (cor. Sixth street and Park avenue).	1870	1867	Rev. Leopold Mohn	Ref. D	3	3	113	62	51	113	5	113	5	2	....	1
584	Young Ladies' Institute	Hoboken, N. J	......	......	Miss Mathilde Schmidt	....	4	5	125	0	125	....	....	....	....	....	....	....
585	Hopewell Seminary	Hopewell, N. J	0	1866	Miss Elizabeth H. Boggs	Non-sect	2	4	60	30	30	60	3	5	3	3	....	1
586	Jamesburg Institute	Jamesburg, N. J	......	1873	M. Oakey, A. M	Non-sect	1	....	36	36	....	35	1	....	2	1	....	....
587	Hasbrouck Institute	Jersey City, N. J. (109 Grand street).	0	1857	Henry C. Miller, A. M., and Charles C. Stimets.	....	8	0	125	125	0	80	45	40	35	5	5	2
588	Classical and Commercial High School.	Lawrenceville, N. J	......	1810	Rev. Samuel M. Hamill, D. D	Presb	7	....	63	63	....	26	36	10	24	12	6	4
589	Lawrenceville Female Seminary	Lawrenceville, N. J	......	1835	Rev. R. H. Davis, PH. D	Presb	1	3	30	....	30	30	4	5	....	....	....	....
590	Glenwood Institute	Matawan, N. J	1855	......	Charles Jacobus, A. M	Non-sect	2	2	75	34	41	70	8	17	4	....	0	0
591	St. Stephen's School	Millburn, N. J	1872	1870	Rev. Julius D. Rosé, A. M., M. D., PH. D.	P. E	1	1	27	16	11	27	12	10	3	1	0	....
592	Hillside Cottage Seminary	Montclair, N. J	......	1876	Mrs. Mary A. Morrison	Non-sect	2	3	18	....	18	....	....	....	....	1	....	....
593	Boarding School for Boys	Morristown, N. J	......	1875	Rev. S. N. Howell, A. M	Non-sect	1	0	....	....	....	....	4	....	....	....	....	1
594	English and French Boarding and Day School for Young Ladies.	Morristown, N. J	......	1861	Miss E. Elizabeth Dana	Non-sect	2	7	40	....	40	40	15	30	....	....	....	....
595	Miss Woodward's Seminary	Morristown, N. J	......	1874	Valina J. Woodward	Non-sect	2	10	70	6	64	70	21	21	0	0	....	....
596	Cedar Grove Boarding School for Young Ladies.	New Brunswick, N. J. (College avenue).	......	1841	Misses J. R. and M. E. Bucknall.	Ref. D	3	3	30	....	30	30	30	30	....	....	....	....
597	Seminary for Young Ladies	New Brunswick, N. J. (13 Livingston avenue).	......	1872	Mrs. M. S. Parks	Non-sect	3	4	30	....	30	30	6	28	....	....	....	....
598	Newton Collegiate Institute	Newton, N. J	1852	1848	S. S. Stevens, A. M	Non-sect	3	3	50	25	25	....	25	2	4	1	1	1
599	Montrose Military Institute*	Orange, N. J. (box 603)	......	1871	C. G. Kingman, A. M	Non-sect	3	....	....	....	....	....	....	....	....	....	....	....
600	Classical School for Boys	Passaic, N. J	0	1871	Charles W. Stickle, A. M	Non-sect	1	1	23	18	5	17	6	0	5	2	0	0
601	Passaic Falls Institute	Paterson, N. J. (cor. Market and Church streets).	......	1866	Rev. J. C. Wyckoff	Non-sect	3	3	47	2	45	44	8	9	3	....	....	....
602	Tallman Seminary	Paterson, N. J. (York ave.)	......	1859	Mrs. G. C. Tallman, jr	Non-sect	....	6	80	40	40	80	8	8	....	....	....	....
603	Pennington Institute	Pennington, N. J	0	1844	Rev. A. P. Lasher	Non-sect	2	2	83	55	28	83	2	4	0	0	0	0
604	Boarding and Day School for Young Ladies and Children.	Plainfield, N. J. (s. e. cor. Cherry and Fourth sts.).	0	1853	Hattie M. Conrey	Baptist	0	2	23	11	12	23	0	0	0	0	0	0
605	North Plainfield Seminary for Young Ladies.	Plainfield, N. J	......	1876	M. Helen Burrows	....	....	3	21	1	20	21	....	5	....	....	....	....
606	Seminary at Ringoes	Ringoes, N. J	......	1870	Mrs. K. B. Larison	....	....	2	44	21	23	38	3	3	....	....	....	2
607	Union Academy	Shiloh, N. J	1849	......	W. G. Bonham	Baptist	1	....	20	10	10	20	....	....	....	....	....	5
608	Stevensdale Institute*	South Amboy, N. J	......	1867	J. H. Withington, A. M	Non-sect	1	2	25	14	11	25	10	....	2	....	1	....

* From Report of the Commissioner of Education for 1876.

a All male.

b This report is from the Report of the Commissioner for 1876 and is for the seminary, a school for both sexes, and for the college also. For a report of the college for 1877, see Table VIII.

TABLE VI.— *Statistics of institutions for secondary instruction for 1877, &c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
609	Springfield Institute*	Springfield, N. J	......	1876	Prof. Arthur D. Bailey	....	1	1	30	12	18	30	....	5	5	....	....	....
610	Summit Institute	Summit, N. J	0	1876	M. F. Hoagland	Presb	1	4	33	15	18	33	8	10	0	0	....	....
611	Trenton Academy*	Trenton, N. J	1785	1781	William W. Woodhull, A. M., PH. D.	Non-sect	2	....	50	50	....	....	7	....	....	....	....	....
612	Vineland Institute*	Vineland, N. J	0	1876	E. K. and L. K. Gray	....	2	5	19	7	12	19	....	12	....	....	....	....
613	Hungerford Collegiate Institute	Adams, N. Y	1864	1864	Albert B. Watkins, A. M., PH. D., and Orlo B. Rhodes.	Non-sect	5	6	193	109	84	122	47	24	15	10	0	2
614	Albany Academy	Albany, N. Y	1813	1814	Merrill E. Gates, A. M	Non-sect	9	3	251	251	0	21	230	60	125	30	8	1
615	English, French, and Classical Institute.*	Albany, N. Y., (131 North Pearl street).	0	1876	Lucy A. Plympton	Non-sect	2	5	40	....	40	40	6	35	....	....	....	....
616	St. Mary's School for Girls*	Albany, N. Y	1871	1840	Sister Mary	R. C	1	8	150	0	150	150	....	15	....	....	....	....
617	Cottage Seminary	Alden, N. Y	......	1858	Miss E. H. Rundell	Non-sect	1	2	38	18	20	38	4	4	1	0	0	3
618	Amenia Seminary	Amenia, N. Y	1834	1835	S. T. Frost, A. M	Non-sect	3	6	70	40	30	45	15	15	2	4	0	0
619	Amsterdam Academy	Amsterdam, N. Y	1839	1839	W. W. Thompson, A. M	Non-sect	4	4	242	112	130	197	45	54	26	0	13	1
620	Ives Seminary	Antwerp, N. Y	1856 1861	1861	M. A. Veeder, A. M	M. E	4	3	220	114	106	180	40	25	20	10	6	....
621	Argyle Academy	Argyle, N. Y	1841	1841	G. A. Hoadley, A. M., C. E	Non-sect	1	1	92	64	28	92	....	....	....	....	....	....
622	Young Ladies' Institute*	Auburn, N. Y	0	1855	Mortimer L. Browne	Non-sect	3	4	95	0	95	95	25	29	....	....	....	....
623	Augusta Academy *a*	Augusta, N. Y	1842	1835	H. M. Hawley, secretary	Non-sect	....	....	....	....	....	....	....	....	....	....	....	....
624	Cayuga Lake Academy	Aurora, N. Y	1801	1798	Charles Kelsey, A. M	Non-sect	1	3	65	27	38	57	8	0	8	5	1	....
625	Bay View Institute	Babylon, N. Y	......	1870	L. Homer Hart	Non sect	2	1	26	20	6	20	5	1	5	....	2	....
626	Bedford Academy	Bedford, N. Y	1826	1809	C. Le R. Wheeler	Presb	1	1	41	20	21	....	....	0	(4)		0	0
627	Union Academy of Belleville	Belleville, N. Y	1826	1822	George F. Sawyer, A. B	Non-sect	4	4	154	74	80	....	24	2	10	....	0	0
628	Classical and Bible College	Binghamton, N. Y	......	......	......	......	....	....	....	....	....	....	....	....	....	....	....	....

629	Academic Department of Brooklyn Collegiate and Polytechnic Institute.*	Brooklyn, N. Y	1854	1855	Edward C. Seymour, A. M.	Non-sect.	16	3	474	474	....	....	200	274	200	274	74	74
630	Adelphi Academy	Brooklyn, N. Y. (Lafayette ave.).	1869	......	Stephen G. Taylor, A. M	Non-sect.	12	18	540	274	266	354	56	75	36	5	12	2
631	Carroll Park School*	Brooklyn, N. Y. (242 Carroll st.).	0	1870	Mrs. Delia A. Dunning	Non-sect.	....	6	50	....	....	....	....	....	....	....	....	....
632	Chênevière Institute	Brooklyn, N. Y. (19 Elm Place).	......	1865	Misses Longchamp and Mead	....	2	5	40	....	40	40	....	40	....	....	....	....
633	College Grammar School	Brooklyn, N. Y. (44 Court st.).	0	1849	L. W. Hart, A. M	Non-sect.	2	1	25	25	0	25	4	5	....	0	1	0
634	Columbian Institute	Brooklyn, N. Y. (209 Clinton ave.).	0	1872	Isabella S. Cragin and Alma W. Longfellow.	Non-sect.	2	6	59	30	29	....	....	....	....	....	....	7
635	Female Institution of the Visitation.	Brooklyn, N. Y. (64 Johnson st.).	1863	1855	Mother M. Philomena	R. C	0	16	130	....	130	130	....	....	0	0	0	....
636	Friends' Seminary	Brooklyn, N. Y. (Schermerhorn st., near Boerum st.).	......	1867	Miss Clara Lockwood	Friends	0	5	82	38	44	....	....	16	....	....	....	....
637	German, English, and French Academy.	Brooklyn, N. Y. (247 State st.).	......	......	Mrs. Elise Medler	Non-sect.	1	2	60	40	20	60	20	4	....	....	....	....
638	German, English, and French Institute.	Brooklyn, N. Y. (360 State st.).	......	......	Miss Emily Christiansen	Non-sect.	....	7	68	28	40	68	....	68	....	....	....	....
639	Juvenile High School	Brooklyn, N. Y. (Livingston st., near Court).	......	1854	Misses Dobbin and Rogers	Non-sect.	3	9	200	200	0	200	0	0	0	0	0	0
640	Lafayette Academy	Brooklyn, N. Y. (149 Lafayette ave.).	......	1877	Rev. Dan Marvin, jr	P. E	2	1	23	18	5	19	4	1	3	....	....	....
641	Professor Davison's Institute	Brooklyn, N. Y. (410 Clermont ave.).	0	1859	Rev. I. S. Davison	Non-sect.	1	0	20	20	0	6	9	0	4	0	1	0
642	St. Mary's School	Brooklyn, N. Y	......	......	Brother Benedict	R. C	8	0	500	500	....	500	....	....	....	20	20	....
643	Heathcote School	Buffalo, N. Y	0	1856	Lester Wheeler, A. M	P. E	3	1	40	40	0	25	15	4	5	1	1	....
644	Canandaigua Academy	Canandaigua, N. Y	1795	1795	Noah T. Clarke, A. M., M. D., PH. D.	Non-sect.	5	1	130	130	0	90	50	10	25	15	5	2
645	Ontario Female Seminary*	Canandaigua, N. Y	1825	1825	Benjamin Richards, A. M	Non-sect.	3	4	60	....	60	60	....	20	....	....	....	....
646	Canisteo Academy	Canisteo, N. Y	1871	1871	D. M. Estee	....	1	3	100	25	75	60	4	4	2	....	....	....
647	Drew Seminary and Female College.*	Carmel, N. Y	1866	1867	George C. Smith, A. M	M. E	3	4	70	30	40	....	6	15	....	....	....	....
648	Chappaqua Mountain Institute	Chappaqua, N. Y	......	1870	S. C. Collins, M. A	Friends	2	3	67	43	24	....	9	19	....	....	2	....
649	Chatham Academy*	Chatham Village, N. Y	1870	1870	E. H. Weatherbee, B. A	....	1	1	50	25	25	30	15	5	0	0	0	0
650	Cincinnatus Academy	Cincinnatus, N. Y	1857	1857	Rev. Edson Rogers, A. M	Non-sect.	1	2	120	80	40	120	10	8	....	....	0	0
651	Clifton Springs Seminary	Clifton Springs, N. Y	1868	1868	Clara E. Hahn	P. E	....	5	40	....	40	40	6	10	....	....	....	....
652	Ladies' School	Clifton Springs, N. Y	0	1876	Rev. George Loomis, D. D	Non-sect.	4	6	74	....	74	....	21	41	....	....	....	....
653	Clinton Grammar School	Clinton, N. Y	1817	1815	Rev. Isaac O. Best, A. M	Non-sect.	3	3	90	90	0	48	42	4	42	....	4	....
654	Clinton Liberal Institute*	Clinton, N. Y	1831	1832	L. Thornton Osmond, A. M	Univ	4	4	124	76	48	....	6	8	10	8	5	1
655	Cottage Seminary	Clinton, N. Y	......	1861	Anne Chipman	Non-sect.	....	7	83	....	83	....	....	....	....	....	....	....
656	Dwight's Home School for Girls	Clinton, N. Y	......	1874	Benjamin W. Dwight, PH. D	Presb	1	2	14	0	14	2	12	12	....	....	....	....
657	Houghton Seminary	Clinton, N. Y	1820	1861	John C. Gallup, A. M., M. D	Presb	2	8	82	....	82	75	40	24	....	....	....	....
658	Leseman's Academy	College Point, N. Y	1860	1860	Adolf von Uechtritz	Non-sect.	4	0	31	31	0	31	31	31	....	....	1	....
659	Miss Walther's Private School	College Point, N. Y	......	1869	Pauline Walther	Non-sect.	....	2	22	4	18	22	...	22	....	....	....	....
660	Poppenhusen Institute	College Point, N. Y	......	1870	Joseph Schrenk	....	2	....	75	65	10	65	....	....	....	....	....	....
661	Cornwall Heights School	Cornwall, N. Y	......	......	Oren Cobb, A. M	....	3	....	18	18	0	....	....	....	7	2	1	....

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* From Report of the Commissioner of Education for 1876.

a Not in session this year.

TABLE VI.—*Statistics of institutions for secondary instruction for 1877, &c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
662	Coxsackie Academy	Coxsackie, N. Y.	....	1836	Hudson A. Wood, A. M.	Non-sect.	1	2	73	42	31	56	13	4	2	....	....	....
663	Croton Military Institute	Croton Landing, N. Y	0	1876	C. B. Warring	Presb ...	2	2	25	20	5	25	3	6	1	1	9	9
664	Dansville Seminary	Dansville, N. Y	1858	1859	S. H. Goodyear, A. B.	Non-sect.	5	8	317	145	172	134	10	17	6	12	2	1
665	Deansville Academy	Deansville, N. Y	....	1857	George W. Willis, jr.	Non-sect.	1	....	34	19	15	29	5	....	....	....	....	6
666	Delaware Academy	Delhi, N. Y	1820	1820	Sheril E. Smith, A. M.	Non-sect.	2	4	178	94	84	150	40	20	24	5	3	0
667	Aurora Academy	East Aurora, N. Y	1833	1833	George A. Gary	Non-sect.	1	2	105	55	50	93	12	4	0	0	0	0
668	East Bloomfield Academy*	East Bloomfield, N. Y	1838	....	Miss Julia A. Osborne	Non-sect.	0	2	51	28	23	45	5	1	5	0	....	....
669	East Hamburg Friends' Institute*	East Hamburg, N. Y	1872	1871	Eunice H. Nichols	Friends .	0	3	40	15	25	25	10	....	....	....	1	1
670	Friends' Seminary of Easton	Easton, N. Y	....	....	Misses Mitchell and Phillips.	Friends .	0	4	60	24	36	60	*a*5	0	0	0	1	0
671	Rural Seminary	East Pembroke, N. Y	1857	1857	Wilbur F. Barker	Non-sect.	2	1	85	50	35	80	4	1	4	1	....	....
672	Starkey Seminary*	Eddytown, N. Y	1848	1842	B. F. McHenry, A. M.	Christian	3	4	193	104	89	167	25	6	7	6	1	1
673	Methfessel Institute*	Edgewater, N. Y	....	1862	A. G. Methfessel	....	4	1	74	47	27	74	1	60	1	4	0	2
674	Munro Collegiate Institute	Elbridge, N. Y	1839	1839	Truman K. Wright, A. M.	Non-sect.	1	2	143	77	66	90	30	23	4	2	2	0
675	Fairfield Seminary*	Fairfield, N. Y	1803	1804	Charles V. Parcell	Non-sect.	4	2	130	80	50	85	25	20	4	3	5	....
676	Fergusonville Academy	Fergusonville, N. Y	0	1848	James Oliver	Non-sect.	2	3	62	37	25	62	7	8	....	....	....	....
677	S. S. Seward Institute	Florida, N. Y	1846 1847	1843 1847	Henry A. Harlow, Mrs. G. W. Seward.	Presb ...	2	4	52	22	30	50	5	9	0	1	....	....
678	Flushing Institute	Flushing, N. Y	....	....	E. A. Fairchild, A. M.	Non-sect.	8	....	100	100	....	100	25	31	15	5	3	1
679	Macgregor Hall	Flushing, N. Y	1874	1866	Miss Margaret Macgregor	Cong	2	3	20	...	20	20	....	3	....	....	....	....
680	St. Joseph's Academy*	Flushing, N. Y	1861	1855	Mother Teresa	R. C.	2	10	100	....	100	100	....	....	....	....	....	....
681	St. Joseph's Academy*	Fordham, N. Y	1863	1869	Madame Victorine Boucher	R. C	....	4	20	...	20	20	....	11	....	....	....	....
682	Fort Plain Seminary and Female Collegiate Institute.	Fort Plain, N. Y	1853	1853	Rev. Abraham Mattice, A. M	Ref. D...	3	5	118	53	65	88	30	6	10	0	3	0
683	Delaware Literary Institute	Franklin, N. Y	1835	1835	Charles H. Verrill, A. M.	Non-sect.	5	5	208	102	106	160	40	10	12	12	3	....

684	Ten Broeck Free Academy	Franklinville, N. Y	1862	1867	William M. Benson, A. M	Non-sect.	2	5	255	125	130	30	25	22	12	0	2	....
685	Friendship Academy*	Friendship, N. Y	1849	1849	Prosper Miller	Non-sect.	1	3	120	70	50	100	15	5	2	4	2	....
686	Falley Seminary	Fulton, N. Y	1836	1836	Rev. James Gilmour, A. M	Non-sect.	2	3	60	30	30	40	10	6	4	3	0	0
687	St. Mary's School	Garden City, N. Y	......	......	......	......	....	....	....	....	....	....	....	....	....	....	....	....
688	St. Paul's School	Garden City, N. Y	0	1877	H. C. Johnson, M. A., LL. D	P. E	7	2	43	43	....	....	43	....	43	....	....	....
689	Gilbertsville Academy and Collegiate Institute.	Gilbertsville, N. Y	1839	1840	Abel Wood, A. M	Non-sect.	1	3	71	40	31	71	17	2	17	0	1	0
690	Elmwood Seminary*	Glen's Falls, N. Y	......	......	J. N. Whipple	......	1	1	60	....	....	....	....	....	....	....	....	....
691	Glen's Falls Academy	Glen's Falls, N. Y	1871	1871	D. C. Farr	Non-sect.	2	4	200	50	150	150	25	25	10	....	....	....
692	Home School for Boys	Goshen, N. Y	......	......	J. Wilson	......	....	....	....	....	....	....	....	....	....	....	....	....
693	Gouverneur Wesleyan Seminary	Gouverneur, N. Y	1828	1829	Hiram W. Hunt, A. M	Non-sect.	2	3	130	68	62	60	40	10	10	5	2	0
694	Greenville Academy*	Greenville, N. Y	1816	1816	James V. D. Ayers	Non-sect.	2	....	102	58	44	90	12	4	....	....	0	0
695	Hartwick Seminary	Hartwick Seminary, N. Y	1816	1815	Rev. James Pitcher, A. M.	Luth	3	1	....	....	....	....	....	....	2	....	....	....
696	Haverstraw Mountain Institute	Haverstraw, N. Y	0	1853	Lavalette Wilson, A. M	Non-sect.	1	1	62	62	0	52	7	3	5	0	0	0
697	Hempstead Institute	Hempstead, N. Y	......	1837	E. Hinds, A. M	Non-sect.	2	2	42	38	4	40	10	16	2	0	0	1
698	Hudson Academy	Hudson, N. Y	1807	1805	Rev. W. D. Perry	Non-sect.	1	3	79	61	18	27	33	13	4	....	2	....
699	Hudson Young Ladies' Seminary	Hudson, N. Y	0	1848	Elizabeth Peake, S. C. Peake.	Non-sect.	1	4	40	0	40	30	4	25	....	....	....	....
700	The Misses Skinner's School for Young Ladies.	Hudson, N. Y	......	1867	Miss Sarah R. Skinner	......	....	4	54	....	54	20	23	19	....	....	....	....
701	Miss Devereux' School for Young Ladies and Children.	Irvington-on-Hudson, N. Y.	......	1874	Miss M. S. Devereux	Non-sect.	1	4	36	11	25	32	1	14	0	0	0	0
702	Union Hall Seminary	Jamaica, L. I., N. Y	1792	......	Mrs. James A. Fleury	Ref.	....	3	30	....	30	30	6	10	....	....	....	....
703	Lansingburgh Academy	Lansingburgh, N. Y	1796	1797	C. T. R. Smith, A. M	Non-sect.	1	2	80	35	45	72	8	....	2	6	0	0
704	Le Roy Academic Institute	Le Roy, N. Y	1864	1864	Wilfred H. Munro, A. M.	Non-sect.	2	4	150	90	60	115	35	10	20	5	4	....
705	St. Paul's School*	Lewisboro', N. Y	......	1871	Rev. R. Bolton, A. M.	P. E.	1	2	17	....	17	17	2	6	....	....	....	....
706	Normal Institute	Liberty, N. Y	1847	1847	F. E. Wood	Non-sect	1	2	179	56	123	179	....	....	....	....	....	....
707	Genesee Wesleyan Seminary	Lima, N. Y	1830	1830	Rev. G. H. Bridgman	M. E	5	6	234	120	114	....	....	....	....	....	....	....
708	Lowville Academy	Lowville, N. Y	1808	1808	William R. Adams, A. M	Non-sect	2	6	220	102	118	122	98	12	7	5	0	0
709	Macedon Academy	Macedon, N. Y	1842	1841	Byron C. Mathews	Non-sect	3	2	101	65	36	....	5	18	4	5	....	....
710	Franklin Academy*	Malone, N. Y	1831	1832	M. E. McClary	Non-sect	1	1	77	39	38	61	16	0	6	1	....	....
711	St. John's School for Boys*	Manlius, N. Y	......	1869	Rev. Theodore Babcock, D. D	P. E.	6	....	35	35	....	7	29	5	10	3	1	1
712	Marion Collegiate Institute*	Marion, N. Y	1855	1856	J. Burns Fraser, A. M.	Non-sect	2	3	217	94	123	177	40	28	7	6	6	2
713	Martin Institute	Martinsburg, N. Y	1869	1869	Richard E. Day	Non-sect	1	1	27	19	8	21	6	7	....	1	....	....
714	Family School	Mechanicville, N. Y	......	1874	Rev. R. G. Williams	Presb	1	2	11	5	6	10	3	5	1	....	....	2
715	Mechanicville Academy	Mechanicville, N. Y	......	......	Mrs. S. E. K. Ames	Non-sect	2	7	135	60	75	125	35	10	15	....	11	....
716	Mexico Academy	Mexico, N. Y	1826	1825	C. E. Havens	Non-sect	2	3	98	50	48	50	30	15	13	0	6	1
717	Montgomery Academy	Montgomery, N. Y	1791	1793	B. C. Nevius, A. M	Non-sect	1	1	53	31	22	50	3	....	2	0	0	0
718	Monticello Academy	Monticello, N. Y	1852	1851	F. G. Snook	Non-sect	2	3	157	79	78	....	....	*b* 21	....	1	....	1
719	Sherman Academy	Moriah, N. Y	1873	1873	E. J. Owen, A. M	Non-sect	1	2	64	24	40	49	15	....	0	0	0	0
720	Nassau Academy*	Nassau, N. Y	1867	1868	Kate L. Hyser	Non-sect	....	3	54	25	29	54	....	20	....	....	....	....
721	New Berlin Academy	New Berlin, N. Y	1834	1835	George Griffith, A. B	Non-sect	2	4	135	70	65	....	....	....	3	0	0	0
722	Trinity School	New Brighton, N. Y	......	1867	J. M. Hawkins, A. M., PH. D.	P. E.	5	0	45	45	0	20	25	15	26	10	7	4
723	Gormley Seminary	Newburgh, N. Y	......	1875	Miss J. S. Lourie	......	....	4	30	....	30	28	....	....	....	....	....	....
724	Newburgh Institute and Family School for Boys.	Newburgh, N. Y. (Seminary Place).	0	1863	Henry W. Siglar, M. A.	......	3	1	30	30	....	18	17	10	15	2	4	....
725	New Paltz Academy	New Paltz, N. Y	1835	1835	Dr. H. M. Bauscher, A. B.	Non-sect	2	1	60	20	40	60	3	20	2	1	1	....
726	Academy of the Holy Cross	New York, N. Y	1858	1858	Sister Mary Helena	R. C.	3	10	137	35	102	102	....	17	....	....	....	....
727	Boarding and Day School	New York, N. Y. (37 East 29th st.).	......	......	Miss Edmonds	......	....	....	....	....	....	....	....	....	....	....	....	....
728	Boarding and Day School for Young Ladies.	New York, N. Y. (13 East 49th st.).	......	1859	Anna Van Wagenen	Ref. D	4	10	*c* 50	....	*c* 50	....	....	....	....	....	....	....

* From the Report of the Commissioner of Education for 1876.

a Studying Latin.

b In scientific course.

c Average number.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1877, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
729	Classical School	New York, N. Y. (1267 Broadway).	......	......	J. Harris Patton	Presb	2	1	14	14	....	3	10	9	8	1	....	....
730	Duane S. Everson's School for Boys.	New York, N. Y. (729 6th ave.).	......	1865	Duane S. Everson, A. M.	....	6	1	110	110	....	60	50	70	40	15	10	....
731	English and French School	New York, N. Y. (148 Madison ave.).	......	......	Mrs. John J. Roberts and Miss J. G. Walker.	....	....	6	....	....	....	....	....	....	....	....	....	....
732	English, French, and German Boarding and Day School.	New York, N. Y. (13 East 31st st.).	......	1869	Mrs. Frederick Jonson and Miss Agnes L. Jones.	Non-sect	8	8	100	....	100	100	25	90	....	....	....	....
733	Fezandié Institute	New York, N. Y. (1214 Broadway).	......	1866	E. F. G. Fezandié	Non-sect	6	1	9	9	0	9	4	9	2	0	0	0
734	Fort Washington French College.	New York, N. Y. (Station M).	......	1855	Alfred M. Cotte, A. M	R. C.	10	....	57	57	0	57	28	57	10	6	42	25
735	French and English School	New York, N. Y. (167 Madison ave.).	......	......	Mlle. Lenz	....	....	....	....	....	....	....	....	....	....	....	....	....
736	French Protestant Institution	New York, N. Y. (36 East 35th st.).	......	1871	Mlles. Fanny and Mathilde Charbonnier.	....	6	12	46	....	46	46	....	46	....	....	....	....
737	Friends' Seminary	New York, N. Y. (corner Rutherford Place and East 16th st.).	......	1861	Benjamin Smith	Friends	5	8	123	70	53	....	....	47	1	2	1	1
738	Holladay Collegiate Institute	New York, N. Y. (1323 Broadway).	......	1873	Waller Holladay, B. S., C., & M. E.	Non-sect	6	0	19	19	0	6	12	12	9	0	0	0
739	Institute for Young Ladies*	New York, N. Y. (25 West 46th st.).	0	1867	Mlle. M. Tardivel du Saret	Non-sect	16	10	108	8	100	108	30	108	0	0	0	0
740	Jackson Institute	New York, N. Y. (Boston ave. and 167th st.).	......	1870	Mrs. F. I. Jackson	Non-sect	1	5	55	10	45	30	10	50	....	....	....	....

741	John MacMullen's School	New York, N. Y. (1214 Broadway).	0	1852	John MacMullen, A. M	Non-sect	2	1	28	28	0	....	15	14	4	0	0	0
742	Manhattan Academy	New York, N. Y. (213 West 32d st.).	1863	......	Brother Bertram	R. C.	11	0	163	163	....	163	....	....	....	....	....	....
743	Moeller Institute	New York, N. Y. (336 W. 29th st.).	......	1863	P. W. Moeller	....	5	2	132	94	38	....	....	132	....	....	....	....
744	Mount Washington Collegiate Institute.*	New York, N. Y. (40 Washington Square).	0	1843	Hon. George W. Clarke, PH. D.	Non-sect	7	2	106	85	21	106	40	42	16	14	10	....
745	Mrs. Froehlich's School*	New York, N. Y. (28 East 50th st.).	......	1867	Mrs. B. Froehlich	Non-sect	5	20	150	16	134	150	....	150	....	....	....	....
746	Murray Hill Institute*	New York, N. Y. (109 West 34th st.).	0	1864	Rev. Joseph D. Hull	Non-sect	4	2	25	25	0	13	12	25	8	....	1	0
747	New York Latin School	New York, N. Y	1864	1864	Rev. M. Maury, D. D., and John B. Hays, M. D., PH. D.	....	14	3	163	163	0	150	98	73	131	13	18	17
748	Notre Dame Institute*	New York, N. Y. (218 East 4th st.).	......	......	Sister M. Pacifica	R. C.	....	14	15	....	15	....	....	....	....	....	....	....
749	Sachs' Collegiate Institute	New York, N. Y. (101 West 45th st.).	......	1872	Dr. Julius Sachs	Non-sect	5	2	57	57	0	57	19	57	8	2	2	0
750	St. John's School*	New York, N. Y	......	1873	Rev. Theodore Irving, LL. D	P. E.	3	8	89	19	70	89	....	89	....	....	....	....
751	St. Mary's School	New York, N. Y. (8 East 46th st.).	......	1868	Sister Agnes	P. E.	4	14	115	....	115	....	....	....	....	....	....	....
752	St. Matthew's Academy	New York, N. Y. (corner Broome and Elizabeth sts.).	......	......	Edmund Bohm, director	Luth'r'n.	6	4	246	148	98	246	13	103	5	....	....	....
753	St. Vincent's Free School	New York, N. Y. (Riverdale post-office).	1849	1876	Sister Teresa Magdalen	R. C.	0	3	136	52	84	136	0	0	0	0	0	0
754	School for Boys	New York, N. Y. (723 6th ave., opposite Reservoir Park).	......	......	Miss M. W. Warren	....	2	4	54	54	0	54	10	54	10	8	4	6
755	School for Girls	New York, N. Y. (9 West 39th st.).	......	1872	Miss Anna C. Brackett	....	0	11	99	0	99	....	....	....	2	....	0	0
756	School for Young Ladies	New York, N. Y. (24 East 22d st.).	......	1848	Miss Ann A. Ballow	....	7	10	90	....	90	....	....	....	....	....	....	....
757	The Collegiate School	New York, N. Y. (79 West 52d st.).	......	1820	Rev. H. B. Chapin, PH. D	Non-sect	7	....	54	54	0	30	24	17	10	3	3	1
758	The Fifth Avenue School for Boys.	New York, N. Y. (539 5th ave.).	......	1873	E. A. Gibbens, A. B., and D. Beach, jr.	Non-sect	7	0	70	70	0	43	27	51	20	0	6	0
759	The Misses Marshall's School	New York, N. Y	......	1859	Susanna C. Marshall	Friends	....	3	{30} {40}	....	....	....	....	....	....	....	....	....
760	Van Norman Institute	New York, N. Y. (316 West 58th st.).	0	1857	Rev. D. C. Van Norman, LL. D	Non-sect	3	9	56	....	56	....	....	....	....	....	....	....
761	Young Ladies' Boarding and Day School.	New York, N. Y	......	1867	Lucy B. Jaudon	Non-sect	....	....	....	....	....	....	....	....	....	....	....	....
762	Chili Seminary	North Chili, N. Y	1869	1867	B. H. Roberts, A. B	Free M'th	1	3	72	42	30	48	20	8	12	....	1	2
763	Granville Military Academy	North Granville, N. Y	1874	1876	W. C. Willcox, A. M	Non-sect	6	2	75	75	0	45	30	15	5	4	0	0
764	Rockland College	Nyack, N. Y	1876	1876	William H. Bannister, A. M	Non-sect	3	3	74	43	31	....	....	....	14	0	1	....
765	Rockland Institute	Nyack, N. Y	1855	......	Albert Wells, A. M	Non-sect	3	3	45	0	45	40	7	22	0	0	1	0
766	De Lancey School	Oneida, N. Y	......	1874	Miss Lucia M. Marsh	P. E.	1	4	52	0	52	....	....	....	....	....	....	....
767	Onondaga Academy	Onondaga Valley, N. Y	1813	1813	Oliver W. Sturdevant	....	2	6	207	110	97	175	27	7	8	16	2	1
768	Oxford Academy	Oxford, N. Y	1794	1793	Rev. Frank B. Lewis	Non-sect	2	2	100	55	45	75	16	9	....	....	2	....

* From Report of the Commissioner of Education for 1876.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1877, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students. Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
769	Sauquoit Academy	Paris, N. Y. (P. O. Sauquoit)	1849	1846	T. H. Roberts	Baptist	3	3	155	75	80	130	50	20	10	8	0	0
770	Villa de Sales, Academy of the Visitation.	Near Parkville, N. Y	1869	1864	Mother Mary Ambrose Connell.	R. C	0	12	35	0	35	35	....	35	....	....	....	....
771	Pawling Institute	Pawling, N. Y	0	1874	R. A. Jacobs	Non-sect	2	4	55	25	30	50	5	15	4	0	1	5
772	Miss Germond's School	Peekskill, N. Y	0	1875	Phebe R. Germond	M. E	2	4	40	....	40	35	5	3	1	....	....	....
773	St. Gabriel's School	Peekskill, N. Y	......	1872	Sister Dolores	P. E	2	8	41	....	41	41	24	38	....	....	....	....
774	Peekskill Academy	Peekskill, N. Y	1835	1835	Charles J. Wright, A. M., Robert Donald, A. M.	Non-sect	5	1	85	85	0	53	18	14	7	8	3	3
775	Evans Academy	Peterboro', N. Y	1853	1851	Byron Wells, A. B	....	1	2	88	41	47	72	12	4	1	....	....	....
776	Pike Seminary	Pike, N. Y	1856	1857	Irving B. Smith, A. M	....	2	3	135	76	59	77	30	28	30	....	2	2
777	Pompey Academy	Pompey, N. Y	1811	1811	James H. Brinsmaid, A. M.	Non-sect	1	1	33	23	10	27	6	0	1	0	0	0
778	Port Chester Commercial, Collegiate, and Military Institute.	Port Chester, N. Y	......	1854 1874	Oliver W. Starr, A. M	Non-sect	6	....	23	23	0	17	6	1	6	....	....	....
779	Bishop's Select School for Boys*	Poughkeepsie, N. Y. (Academy street).	......	......	S. H. Bishop	....	....	....	52	52	....	....	....	....	....	....	....	....
780	Bockée's Select School for Girls	Poughkeepsie, N. Y	......	1866	Mrs. C. W. Bockée	P. E	3	3	19	1	18	19	3	6	....	....	....	....
781	Brooks Seminary for Young Ladies.	Poughkeepsie, N. Y	......	1871	Mrs. M. B. J. White	Non-sect	3	7	48	....	48	....	....	....	....	....	3	....
782	Pelham Institute	Poughkeepsie, N. Y	0	1866	Stewart Pelham, A. M.	Cong	2	1	77	73	4	62	17	0	4	1	4	1
783	Poughkeepsie Military Institute*	Poughkeepsie, N. Y	1860	1861	Henry S. Jewett, A. M	Non-sect	4	0	40	40	....	40	....	6	7	6	1	....
784	Riverview Academy*	Poughkeepsie, N. Y	......	1836	Otis Bisbee, A. M	Non-sect	5	1	40	40	....	....	10	10	4	....	4	1
785	Pulaski Academy	Pulaski, N. Y	1854	1854	S. Duffy, A. M.	Non-sect	2	2	115	60	55	75	25	15	10	5	5	0
786	Chamberlain Institute and Female College.	Randolph, N. Y	......	......	Rev. James T. Edwards	M. E	5	4	180	102	78	100	50	25	40	15	7	....

787	Red Creek Union Seminary	Red Creek, N. Y	1839	1838	J. Byron Smith	Non-sect	2	2	150	65	85	123	15	12	3	....	1	....
788	De Garmo Institute	Rhinebeck, N. Y	0	1863	James M. De Garmo, A. M	Non-sect	5	4	125	62	63	75	50	16	7	2	3	0
780	Female Academy of the Sacred Heart.	Rochester, N. Y	1858	1851	Ellen White	R. C	....	16	80	....	80	80	2	75	....	....	....	....
790	Livingston Park Seminary	Rochester, N. Y	0	1858	Mrs. C. M. Curtis	Non-sect	1	6	50	....	50	50	10	40	....	....	....	....
791	Miss Cruttenden's English and French School.	Rochester, N. Y	......	1876	Martha Cruttenden	Non-sect	....	6	60	....	60	....	....	....	....	....	....	....
792	Nazareth Academy	Rochester, N. Y	......	......	Mary Stanislaus	R. C	....	6	60	....	60	60	20	20	....	....	....	....
793	Rochester Female Academy	Rochester, N. Y	1836	1836	Mrs. Sarah J. Nichols	Non-sect	....	8	50	....	50	35	15	8	2	....	....	....
794	Rochester Realschule	Rochester, N. Y. (7 and 9 Mortimer street).	......	1865	Herman Pfaefflin	Non-sect	3	6	135	70	65	135	4	9	....	....	....	....
795	St. Patrick's Preparatory Seminary.*	Rochester, N. Y. (Brown street).	......	1870	Rev. H. DeRegge, director	R. C	5	....	16	16	....	16	16	14	....	....	....	....
796	St. Peter's Academy	Rome, N. Y	......	1865	Mother Ignatius	R. C	....	9	330	120	210	330	....	30	....	....	....	....
797	Boarding and Day School for Young Ladies.*	Rye, N. Y	......	1867	Miss Caroline Wilson	P. E	....	3	20	....	20	15	5	4	....	....	....	....
798	Rye Seminary*	Rye, N. Y	......	1869	Mrs. S. J. Life	Presb	2	8	81	....	81	81	....	36	....	....	....	....
799	Washington Academy*	Salem, N. Y	1791	1780	J. A. McFarland, A. M.	Non-sect	2	7	360	175	185	350	12	10	4	4	3	....
800	Temple Grove Seminary	Saratoga Springs, N. Y	1869	1856	Charles F. Dowd, A. M	Non-sect	2	6	75	0	75	59	12	18	....	....	....	....
801	Saugerties Institute	Saugerties, N. Y	......	......	Albert B. Wiggin, A. M	Non-sect	1	2	50	30	20	37	13	4	8	....	....	....
802	Mt. Pleasant Military Academy	Sing Sing, N. Y	......	......	Maj. W. W. Benjamin	....	6	....	75	75	....	63	22	45	12	10	5	3
803	Ossining Institute for Young Ladies.	Sing Sing, N. Y	......	1868	Chauncey D. Rice	Presb	2	8	88	....	88	88	30	18	....	....	....	....
804	Rev. D. A. Holbrook's Military School.	Sing Sing, N. Y	0	......	Rev. D. A. Holbrook	Presb	5	1	50	50	....	....	10	10	6	0	1	1
805	Vireün	Sing Sing, N. Y	......	1870	Col. H. C. Symonds	....	3	0	35	35	0	30	5	15	3	0	2	22
806	Sodus Academy	Sodus, N. Y	1852	1853	Elisha Curtiss, M. A	Non-sect	2	4	255	125	130	75	40	40	12	13	7	3
807	Rogersville Union Seminary	South Dansville, N. Y	1853	1848	Lewis McHenry	Non-sect	1	2	98	46	52	....	....	....	....	....	0	0
808	Southold Academy	Southold, N. Y	......	1867	James R. Robinson	Presb	1	2	53	27	26	....	18	12	2	....	....	....
809	Griffith Institute and Springville Union School. *a*	Springville, N. Y	1829	1830	S. W. Eddy, A. B	Non-sect	1	1	137	64	73	105	32	....	7	....	....	....
810	Methfessel Institute	Stapleton (Staten Island), N. Y.	0	1862	A. G. Methfessel	Non-sect	4	1	47	24	23	47	2	40	2	4	0	1
811	Mountain Institute*	Suffern, N. Y	0	1863	T. W. Suffern	Non-sect	1	....	16	14	2	16	0	3	2	0	0	4
812	Irving Institute	Tarrytown, N. Y	......	1840	A. Armagnac and D. A. Rowe, A. M.	Non-sect	5	....	40	....	40	30	10	15	5	3	....	1
813	Miss Bulkley's School	Tarrytown, N. Y	......	1856	Misses Bulkley and Plumley	....	2	7	35	....	35	35	10	20	....	....	....	....
814	Trinity School	Tivoli-on-Hudson, N. Y	......	1847	James Starr Clark, S. T. D	P. E	6	0	44	44	0	20	24	16	18	6	3	2
815	Troy Academy	Troy, N. Y	1834	1835	T. N. Willson, A. M	Non-sect	3	1	70	70	0	24	46	0	10	10	6	9
816	Troy Female Seminary	Troy, N. Y	1837	1814	Emily T. Wilcox	Non-sect	1	5	90	....	90	90	25	14	0	0	0	0
817	Unadilla Academy	Unadilla, N. Y	1852	1852	James O. Griffin	Non-sect	2	2	103	51	52	61	24	18	8	3	4	....
818	Oakwood Seminary	Union Springs, N. Y	1860	1858	Prof. Elijah Cook, jr	Friends	4	5	77	51	26	....	18	11	....	....	....	....
819	Oakside Family School for Boys	Unionville, N. Y	......	1867	S. S. Hartwell, A. M	Presb	1	2	20	20	....	12	8	7	3	1	1	....
820	Walton Academy and Union School.	Walton, N. Y	1854	1853	Strong Comstock, A. M	Non-sect	1	2	109	42	67	63	36	10	6	....	....	....
821	Walworth Academy	Walworth, N. Y	1841	......	J. Carlton Norris	....	2	2	100	60	40	90	10	0	10	....	....	....
822	Warrensburgh Academy	Warrensburgh, N. Y	1860	1854	W. S. Austin	Non-sect	1	2	100	62	38	95	5	0	4	0	3	1
823	Riverside Seminary	Wellsville, N. Y	1872	1872	Rev. A. W. Cummings, A. M., D. D.	Non-sect	2	2	53	32	21	49	8	....	3	....	....	....
824	West Winfield Academy	West Winfield, N. Y	1851	1851	T. H. Roberts, A. M	Baptist	3	3	165	85	80	100	55	10	10	8	8	2

* From Report of Commissioner of Education for 1876.

a Academic department only reported; the Union School is public.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1877, *&c.*—Continued.

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	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
825	Alexander Institute	White Plains, N. Y	0	1845	Oliver R. Willis, A. M., PH. D.	Presb	5	1	27	27	0	23	4	16	3	2	1	3
826	Whitestown Seminary	Whitestown, N. Y	*a*1827	1827	James S. Gardner, A. M., PH. D.	Presb	4	4	175	100	75	115	50	10	30	12	10	3
827	Middlebury Academy	Wyoming, N. Y	1819	1816	H. G. Davis, A. M	Non-sect	1	4	96	45	51	86	4	6	3	0	0	0
828	Yates Academy	Yates, N. Y	1842	1842	M. Smith, A. B	Non-sect	2	1	62	33	29	52	9	1	5	0	2	0
829	School for Young Ladies and Children.	Yonkers, N. Y	....	1877	Mrs. K. T. Holbrook and Miss M. D. Halsted.	Non-sect	1	6	60	15	45	17	12	31	1	....	....	....
830	Ravenscroft School	Asheville, N. C	....	1873	Miss Fannie E. Buxton	P. E.	0	2	31	1	30	31	3	2	0	0	....	....
831	Belvidere Academy	Belvidere, N. C	....	1836	William A. Symmes	Friends	1	1	45	25	20	38	6	1	6	....	2	....
832	Brevard Classical School	Brevard, N. C	....	....	S. G. Coltrane	Meth	1	....	34	17	17	34	1	19	1	18	....	....
833	Cary Female Seminary*	Cary, N. C	1870	1870	Rev. Jesse H. Page	Non-sect	1	2	42	12	30	36	6	....	....	....	....	....
834	Hughes's School	Cedar Grove, N. C	....	1842	S. W. Hughes	Presb	1	....	35	35	0	10	25	....	7	....	4	....
835	Charlotte Institute for Young Ladies.	Charlotte, N. C	....	....	Rev. S. Taylor Martin	Presb	2	5	50	0	50	50	10	12	0	0	0	0
836	Scotia Seminary	Concord, N. C	1870	1870	Luke Dorland, sup't	Presb	1	7	128	0	128	128	0	0	0	....	....	....
837	Bethel Academy	Davidson College, N. C	....	1876	Rev. L. K. Glasgow	Non-sect	1	1	44	21	23	30	10	4	1	....	....	....
838	Rock Spring Seminary	Denver, N. C	1873	1873	D. Matt. Thompson, A. M	Non-sect	1	1	66	36	30	60	6	....	....	....	1	....
839	East Bend Academy	East Bend, N. C	1878	1856	J. M. Matthews	Non-sect	1	....	36	28	8	34	2	2	2	1	0	0
840	Graham High School	Graham, N. C	1850	1837	Rev. D. A. Long, A. M	Christ'n	3	1	76	48	28	....	22	....	7	9	4	....
841	Hicksville Academy	Hayesville, N. C	....	....	N. A. Fessenden	Non-sect	1	1	134	75	59	130	4	0	0	0	0	0
842	Hillsboro' Military Academy*	Hillsboro', N. C	....	1858	D. H. Hamilton and Hugh Morson.	....	2	....	40	40	....	5	35	8	35	....	4	....
843	Somerville Institute*	Leasburg, N. C	....	....	Miss Lillie Lea	Meth	....	1	20	8	12	20	2	2	....	....	....	....

844	Lincolnton Male and Female Academies.	Near Lincolnton, N. C	1824	1824	R. S. Arrowood and Miss F. R. Johnston.	Non-sect	1	1	50	25	25	50	10	0	....	....	....	....
845	Bingham School	Mebaneville, N. C	......	1793	Major Robert Bingham	Non-sect	4	....	122	122	....	122	100	20	50	10	10	....
846	Monroe High School	Monroe, N. C	1874	1875	John D. Hodges, A. M	Non-sect	2	2	116	66	50	80	36	4	20	12	4	0
847	Mt. Airy Male High School	Mt. Airy, N. C	......	......	Rufus H. Smith	....	1	....	37	37	....	37	6	0	0	1	....	....
848	Mt. Pleasant Female Seminary*	Mt. Pleasant, N. C	1870	1858	L. H. Rothrock	Luth	1	2	43	7	36	43	11	0	0	0	0	0
849	New Garden Boarding School	New Garden, N. C	1838	1837	G. N. Hartley, A. B	Friends	2	2	47	23	24	42	5	....	5	5	5	2
850	Catawba High School	Newton, N. C	1853	1851	Rev. J. C. Clapp, A. B	Ref. Ger.	2	0	71	71	0	71	27	0	11	0	1	0
851	Locust Hill Seminary	Pittsborough, N. C	......	1860	Rev. Robert B. Sutton, D. D	Non-sect	1	3	36	15	21	28	8	15	....	....	....	....
852	Peace Institute	Raleigh, N. C	1857	1872	Rev. R. Burwell and John B. Burwell, A. M.	Presb	3	7	105	....	105	105	11	54	....	....	....	....
853	Raleigh High School*	Raleigh, N. C	0	1874	Rev. J. M. Atkinson and C. H. Scott.	Non-sect	2	....	50	50	....	28	22	2	22	4	2	....
854	Washington School	Raleigh, N. C. (box 407)	......	1875	Esther P. Hayes	Cong	1	4	326	139	187	326	....	....	....	....	....	....
855	Reynoldson Male Institute	Reynoldson, N. C	......	1855	T. E. Waff	Baptist	1	....	25	22	3	21	4	....	3	....	1	....
856	Buckhorn Academy*	Riddicksville, N. C	1800	1800	Julien Henri Picot, A. M	Baptist	1	....	40	40	....	20	20	6	20	10	10	4
857	Vine Hill Academy	Scotland Neck, N. C	......	1812	Le Roy W. Bagley	Non-sect	1	1	35	....	35	18	16	....	....	....	1	....
858	Sylvan Academy	Snow Camp, N. C	......	1867	W. V. Marshburn	Friends	1	1	45	19	26	41	4	....	6	....	2	5
859	Hopewell Academy	Stantonsburg, N. C	0	......	James B. Williams	Non-sect	1	....	32	24	8	25	6	0	6	0	0	0
860	Rev. Daniel Morrelle's English and Classical School.	Wilmington, N. C	......	1859	Rev. Daniel Morrelle	P. E	1	0	16	16	0	2	14	5	4	2	3	....
861	Williston Academy*	Wilmington, N. C	0	1873	D. D. Dodge, sup't	Cong	1	4	84	33	51	84	0	0	0	0	0	0
862	Wilson Collegiate Institute	Wilson, N. C	1872	1872	Sylvester Hassell, A. M	Non-sect	2	3	120	86	34	120	22	8	12	4	2	0
863	Alum Creek Academy	Ashley, Ohio	0	1875	C. W. Townsend, M. D	Friends	2	1	54	24	30	25	10	0	8	1	2	....
864	Grand River Institute	Austinburg, Ohio	1832	1831	J. Tuckerman, A. M., PH. D	Non-sect	3	3	301	173	128	206	95	....	30	10	3	....
865	Bartlett Academy	Bartlett, Ohio	......	1866	....	Non-sect	1	1	40	30	10	....	2	....	....	....	....	....
866	Randall Academy	Berlin, Ohio	......	1872	Rev. Henry F. Wogan, A. M., M. D., LL. D.	F. W. B	6	1	105	80	25	[b]80	10	15	40	42	....	....
867	Beverly College	Beverly, Ohio	1843	1843	R. J. Smith	C. Presb.	1	1	59	32	27	59	10	0	9	....	5	....
868	Academy of Central College	Central College, Ohio	1842	......	Rev. F. A. Wilber, PH. D	Presb	2	1	62	40	22	55	7	0	....	....	1	....
869	Dague's Collegiate Institute	Chillicothe, Ohio (corner High and Arch streets).	......	1877	Thomas J. Dague, A. M	Presb	4	2	40	29	11	25	9	5	2	....	1	2
870	Literary Institute of the Sisters of Notre Dame.	Cincinnati, Ohio (E. 6th street).	1842	1841	Sister Louise	R. C	....	14	200	....	200	....	....	....	....	....	....	....
871	Mt. St. Vincent's Academy, Cedar Grove.*	Cincinnati, Ohio	......	......	Mother Regina Mattingly	R. C	....	30	80	....	80	67	13	30	....	....	....	....
872	St. Joseph's College	Cincinnati, Ohio (269 W. 8th street.)	1872	1871	P. J. Franciscus, C. S. C	R. C	10	....	150	150	....	150	15	110	12	19	35	4
873	Clermont Academy	Clermontville, Ohio	......	1839	James K. Parker	Baptist	1	1	66	46	20	37	29	2	....	....	....	....
874	Cleveland Academy	Cleveland, Ohio	1865	1862	Miss L. T. Guilford	Non-sect.	2	6	65	8	57	57	16	6	....	....	....	....
875	St. Mary's Institute. Nazareth	Dayton, Ohio	......	1850	F. Feith	R. C	13	....	135	135	....	135	....	....	6	....	9	....
876	Ewington Academy	Ewington, Ohio	1859	1859	Alex. Baird, jr	Non-sect.	1	1	60	40	20	60	12	....	....	....	....	....
877	Gallia Academy	Gallipolis, Ohio	1853	1853	W. H. Mitchell, A. M	Non-sect.	1	2	143	68	75	143	20	....	15	....	....	....
878	Harcourt Place Academy	Gambier, Ohio	......	1851	Jno. D. H. McKinley, A. M	P. E	4	....	20	20	....	6	14	7	11	....	1	....
879	Germantown Institute	Germantown, Ohio	1874	1874	Rev. J. P. Hentz, acting	Luth'n	2	1	35	20	15	....	....	....	....	....	....	....
880	Goshen Seminary	Goshen, Ohio	......	1860	L. M. Nevius	Non-sect.	1	1	51	35	16	....	....	50	1	....	....	....
881	Harlem Springs Academy	Harlem Springs, Ohio	......	......	A. T. Allen	....	1	....	28	19	9	21	6	....	4	....	....	....
882	Hartford Academic Institute	Hartford, Ohio	1872	1872	L. G. Spencer, B. S	....	2	3	43	20	23	26	7	....	5	1	....	....
883	Vermillion Institute	Hayesville, Ohio	1846	1847	Rev. Sanders Diefendorf, D. D	Presb	5	3	192	123	69	....	76	40	....	....	....	....
884	Albany Enterprise Academy	Lee, Ohio	......	1877	C. J. Waring	Non-sect.	2	1	26	15	11	21	5	0	5	....	....	....

* From Report of the Commissioner of Education for 1876.

[a] As Oneida Institute; chartered in 1845 with present name.

[b] Normal and English courses.

TABLE VI.—*Statistics of institutions for secondary instruction for 1877, &c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
885	Atwood Institute	Lee, Ohio	......	1853	M. F. Parrish	F. W. B.	2	1	41	20	21	....	....	....	....	....	....	....
886	Lexington Seminary	Lexington, Ohio	1860	1851	Miss Jane Gailey	Non-sect.	2	1	97	57	40	83	14	0	10	20	71	7
887	Lodi Academy*	Lodi, Ohio	......	1869	R. S. Giles	Non-sect.	2	2	125	....	....	....	....	....	12	....	....	....
888	Madison Seminary	Madison, Ohio	0	1847	Mrs. N. A. S. Bliss	Non-sect.	....	4	58	35	23	10	6	1	1	1	0	0
889	Morning Sun Academy	Morning Sun, Ohio	......	1857	Richard E. Sloan	U. P	1	....	15	10	5	8	7	....	5	3	....	....
890	Madison Academy	Mt. Perry, Ohio	1870	1870	Rev. James White	Non-sect.	2	1	60	40	20	40	20	7	30	....	3	....
891	New Hagerstown Academy	New Hagerstown, Ohio	1837	1837	J. Howard Brown	Presb	1	2	63	30	33	63	4	1	3	....	....	....
892	Poland Union Seminary	Poland, Ohio	......	......	William Dickson, D. D	Presb	2	2	100	45	55	85	15	....	6	1	2	....
893	Portsmouth Young Ladies' Seminary.	Portsmouth, Ohio	1867	1867	Rev. and Mrs. J. J. Page	......	1	4	30	....	30	30	....	....	....	....	....	....
894	Academy of the Ursulines	St. Martin's, Ohio	1847	1845	Sister M. Teresa Sherlock	R. C	....	30	108	....	108	108	....	52	....	....	....	....
895	Savannah Male and Female Academy.	Savannah, Ohio	1858	1858	A. R. Munford, A. B	Presb	2	1	101	46	55	90	7	0	7	10	2	0
896	Starr's Institute	Seven Mile, Ohio	......	1861	B. Starr, A. M	M. E	1	1	8	8	0	7	1	....	1	....	....	....
897	Smithville High School	Smithville, Ohio	......	1865	J. B. Eberly, M. A.	U. B	3	1	273	190	83	....	....	....	....	....	20	....
898	Salem Academy*	South Salem, Ohio	1843	1842	J. O. Caldwell	Presb	2	3	70	40	30	....	....	....	....	....	3	....
899	Springfield Seminary	Springfield, Ohio	1874	1874	Mrs. Ruth A. Worthington	Non-sect.	....	5	40	....	40	5	14	28	....	....	....	....
900	Steubenville Female Seminary	Steubenville, Ohio	1829	1829	Rev. Dr. A. M. Reid	Presb	3	10	111	....	111	....	(111)	....	....	....	....	....
901	Ursuline Academy	Tiffin, Ohio	......	1863	Sister Ignatius	R. C	0	15	400	0	400	....	....	....	....	....	....	....
902	Plains Seminary	Tupper's Plains, Ohio	......	1860	Morris Bowers	Non-sect.	1	1	140	72	68	140	....	....	....	....	....	....
903	Twinsburgh Institute	Twinsburgh, Ohio	......	1828	Samuel Bissell	Presb	1	1	87	48	39	75	12	2	2	....	....	....
904	Western Reserve Seminary*	West Farmington, Ohio	1855	1855	D. Butterfield	Meth	2	3	103	41	62	....	....	....	....	....	....	....
905	Rayen High School	Youngstown, Ohio	1856	1866	Edwin S. Gregory, M. A.	Non-sect.	2	1	63	22	41	63	6	23	10	2	1	0
906	Putnam Seminary	Zanesville, Ohio	1834	......	Mrs. J. Baldwin Ackley	Presb	1	5	91	25	66	....	....	13	....	....	....	....

907	Albany Collegiate Institute	Albany, Oreg	1867	1867	H. H. Hewitt, A. B	Presb	2	4	90	40	50	70	20	....	10	50	....	....
908	Ashland Academy	Ashland, Oreg	0	1872	Rev. J. H. Skidmore	Non-sect	2	2	165	80	85	155	....	10	....	....	....	....
909	Grace Church Parish School	Astoria, Oreg	0	1864	Rev. T. A. Hyland	P. E	1	1	25	15	10	25	0	0	0	0	0	0
910	Baker City Academy	Baker City, Oreg	1870	1870	W. H. Harrison	....	1	2	165	78	87	163	2	....	22	16	2	....
911	Notre Dame Academy*	Baker City, Oreg	1875	1875	Sister Mary Perpetua	R. C	....	4	50	....	50	50	....	....	6	3	....	....
912	Bethel Institute	Bethel, Oreg	1856	1856	Ladru Royal, A. B	....	2	2	120	70	50	....	....	....	....	....	....	....
913	La Creole Academic Institute	Dallas, Oreg	1856	1856	S. F. Bennett	Non-sect	1	2	128	72	56	25	14	....	6	....	2	....
914	Grand Ronde Indian Agency Manual Labor, Boarding, and Day School.*	Grand Ronde, Oreg	1874	1874	Sister Mary Infant Jesus	R. C	1	2	47	17	30	47	0	10	0	0	0	0
915	Jefferson Institute	Jefferson, Oreg	1855	1856	Thos. G. Taylor	Non-sect	1	1	70	30	40	35	25	10	....	....	....	....
916	Bishop Scott Grammar and Divinity School.	Portland, Oreg	......	1870	Joseph W. Hill, B. A	P. E	3	1	50	50	....	20	30	....	5	....	....	....
917	German Independent School	Portland, Oreg	1870	1870	Prof. E. Febinger	Non-sect	1	0	54	30	24	54	....	54	....	....	....	....
918	St. Mary's Academy*	Portland, Oreg	......	1859	Sister Mary, superioress	R. C	....	12	180	....	180	....	....	....	....	....	....	....
919	St. Michael's College	Portland, Oreg	......	1871	Rev. A. J. Glorieux	R. C	5	....	100	100	0	100	8	30	....	....	21	....
920	Academy of Mary Immaculate	The Dalles, Oreg	1865	1864	Sister Mary Justina	R. C	....	5	67	....	67	67	....	....	....	....	....	....
921	Umpqua Academy	Wilbur, Oreg	1857	1857	....	Meth	2	2	140	80	60	110	20	10	6	0	2	0
922	School for Girls	Allegheny, Pa	......	1872	Miss M. Maitland	Non-sect	1	3	30	2	28	30	7	13	....	....	....	....
923	Andalusia Hall	Andalusia, Pa	0	1861	A. H. Fetterolf, A. M	P. E	4	1	31	31	0	31	31	31	5	2	2	0
924	St. Xavier's Academy*	Beatty's P. O., Pa	0	1847	Sister M. Liguori McCaffrey	R. C	0	20	70	....	70	70	0	30	....	....	....	....
925	Beaver College and Musical Institute.	Beaver, Pa	1853	1856	Rev. R. T. Taylor, D. D	M. E	5	6	200	50	150	37	40	30	4	2	1	0
926	Bishopthorpe School	Bethlehem, Pa	1871	1868	Fanny I. Walsh	P. E	1	5	30	....	30	30	10	20	....	....	....	....
927	Mountain Seminary	Birmingham, Pa	1853	1854	L. G. Grier	Presb	3	3	90	30	60	90	30	10	10	2	3	....
928	Kallynean Academy	Boyertown, Pa	......	1866	Isaac B. Hankey, A. M., PH. D	Luth'n	4	1	90	50	40	90	6	....	....	10	4	6
929	Mt. Pleasant Seminary	Boyertown, Pa	......	1842	Levi M. Koons, A. M	Ref. Ch. in the U. S	2	1	115	53	62	80	5	7	2	....	....	....
930	Family and Day School for Young Ladies.	Bristol, Pa	......	1876	Amelia Merriam	Non-sect	....	....	....	....	....	30	....	5	....	....	....	....
931	Witherspoon Institute	Butler, Pa	1850	1850	Rev. J. Q. Waters	Presb	2	2	....	....	....	....	....	....	....	....	....	....
932	Chester Academy	Chester, Pa	......	1862	George Gilbert	....	2	3	78	57	21	71	7	6	7	....	2	....
933	Maplewood Institute	Concordville, Pa	1870	1870	Joseph Shortlidge, A. M	Friends	5	3	55	30	25	55	12	10	3	6	2	....
934	Chester Valley Academy	Downingtown, Pa	......	1870	F. Donleavy Long, A. M	Non-sect	3	3	45	45	....	....	20	....	3	3	2	1
935	Doylestown Seminary	Doylestown, Pa	1876	1868	M. E. Scheibner	Non-sect	4	3	100	60	40	63	25	12	5	....	....	....
936	Linden Female Seminary	Doylestown, Pa	1872	1872	Hough and Sheip	Non-sect	2	4	56	....	56	56	22	4	....	....	....	....
937	Trach's Academy	Easton, Pa	......	1872	R. H. Trach	....	3	1	65	50	15	55	10	....	6	2	....	....
938	Eldersridge Academy	Eldersridge, Pa	1877	1847	Rev. Alex. Donaldson, D. D	Non-sect	3	0	82	70	12	55	37	7	27	0	3	0
939	St. Benedict's Academy	Erie, Pa	......	1856	Mother Scholastica Burkhard, O. S. B.	R. C	....	15	60	....	60	40	40	30	....	....	....	....
940	Keystone Academy	Factoryville, Pa	1868	1869	Rev. John H. Harris, A. M	Baptist	5	2	150	88	62	....	....	....	22	....	2	....
941	Collegiate Institute	Germantown, Pa. (Price st.)	......	1854	George R. Barker, A. M	P. E	2	....	40	40	....	....	....	....	....	....	....	....
942	Friends' Graded School	Germantown, Pa. (Maplewood avenue).	0	1877	Oliver S. Fell	Friends	1	2	50	25	25	40	0	0	0	0	0	0
943	Germantown Academy*	Germantown (Phila.), Pa. (School Lane).	1784	1760	William Travis, A. M	Non-sect	2	2	23	23	....	7	16	7	10	....	1	....
944	Hollidaysburgh Seminary	Hollidaysburgh, Pa	......	1868	W. P. Hussey	Presb	1	10	75	0	75	75	0	20	0	0	0	0
945	Eclectic Institute	Jersey Shore, Pa	1850	1850	H. D. Patton, A. M	Presb	2	1	31	16	15	15	16	0	16	2	4	0
946	Hofwyl Academy	Kennett Square, Pa	......	1876	Rev. A. S. Vaughan, A. M	Presb	3	1	26	14	12	22	4	0	2	2	0	1

*From Report of the Commissioner of Education for 1876.

TABLE VI.—*Statistics of institutions for secondary instruction for 1877, &c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students. Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
947	Leechburg Lutheran Academy *a*	Leechburg, Pa	1865	1864	F. T. Hoover, president of board of directors.	Ev. Luth	....	....	....	....	....	....	....	....	....	....	....	....
948	English Academy of the University at Lewisburg.	Lewisburg, Pa	1846	1846	William E. Martin, A. M	Baptist	2	0	31	31	0	....	....	....	11	6	2	....
949	Linden Hall Seminary	Lititz, Pa	1863	1794	Rev. H. A. Brickenstein	Mor'v'n	2	9	74	....	74	....	14	9	....	....	....	....
950	Lititz Academy	Lititz, Pa	1837	1822	F. D. Rickert and G. W. Hepp.	Mor'v'n	3	2	43	43	....	43	3	8	2	....	1	....
951	Swithin Shortlidge's Media Academy for Boys.*	Media, Pa	......	1866	Swithin C. Shortlidge, A. M	Non-sect	10	....	100	100	....	80	15	30	10	15	....	....
952	Greenwood Seminary	Millville, Pa	......	......	George C. Ruth	Friends	1	1	70	40	30	70	....	....	....	....	....	....
953	Cedar Hill Seminary*	Mt. Joy, Pa	......	1874	D. Denlinger	M. E	3	4	79	65	14	....	....	....	....	....	....	....
954	Western Pennsylvania Classical and Scientific Institute.	Mt. Pleasant, Pa	1872	1873	Rev. Leroy Stephens, A. M.	Baptist	3	4	135	76	59	83	35	2	14	1	2	....
955	Laird Institute	Murrysville, Pa	0	......	Rev. G. M. Spargrove, A. M	....	3	....	61	36	25	44	17	....	17	0	3	....
956	Nazareth Hall	Nazareth, Pa	1863	1785	Rev. Eugene Leibert, A. M.	Mor'v'n	12	0	97	97	0	81	16	30	16	6	0	3
957	Treemount Seminary	Norristown, Pa	......	1844	John W. Loch, PH. D	Non-sect	6	1	92	86	6	55	37	10	9	4	4	2
958	Lake Shore Seminary	North East, Pa	1869	1872	H. U. Johnson	Meth	1	2	70	35	35	....	....	....	3	....	....	....
959	Parkesburg Classical Institute*	Parkesburg, Pa	......	1857	Rev. J. L. Landis	Non-sect	1	1	82	50	32	....	25	5	6	2	3	....
960	Academy of the Protestant Episcopal Church.	Philadelphia, Pa. (cor. Locust and Juniper sts.).	1787	1785	Rev. James W. Robins, D. D.	P. E	12	0	192	192	0	57	135	96	14	6	10	10
961	Broad Street Academy	Philadelphia, Pa. (337 S. Broad st.).	0	1863	Edward Roth, A. M	R. C	8	4	99	99	0	99	60	62	....	....	2	....

962	Classical Institute	Philadelphia, Pa. (247 S. 13th st.).	......	1828	Rev. J. W. Faires, D. D	Presb	4	....	70	70	0	6	60	1	....	....	2	0
963	Classical, Mathematical, and English Seminary.*	Philadelphia, Pa. (11 S. 16th st.).	......	1845	William S. Cooley	Presb	1	....	20	20	....	20	2	1	....	....	....	....
964	English and Classical Institute	Philadelphia, Pa. (1210 Spruce st.).	0	1869	Misses Webb and Scott	Non-sect	2	7	50	0	50	50	14	35	0	0	0	0
965	French and English Academy*	Philadelphia, Pa. (26 S. 21st st.).	......	1875	Rev. C. Miel	P. E	2	4	36	....	36	....	36	....	....	....	....	....
966	Friends' Central School	Philadelphia, Pa. (S. W. cor. 15th and Race sts.).	......	......	Aaron B. Ivens and Anna Shoemaker.	Friends	7	13	385	160	225	....	....	....	....	....	....	....
967	Friends' Girard Avenue School	Philadelphia, Pa. (Girard ave. and 17th st.).	0	1872	Lizzie Pratt	Friends	0	5	100	50	50	100	0	0	0	0	0	15
968	Friends' School	Philadelphia, Pa. (4th and Green sts.).	......	......	Martha Heacock	Friends	....	4	79	43	36	79	0	0	0	0	0	0
969	Friends' Select School	Philadelphia, Pa. (Germantown ave.).	0	1845	Henry N. Hoxie	Friends	3	5	70	30	40	70	36	5	4	0	2	0
970	Friends' Select School for Boys	Philadelphia, Pa. (Cherry st. above 8th).	......	1833	John E. Forsythe	Friends	2	1	45	45	0	45	17	4	....	....	0	0
971	Friends' Select School for Girls	Philadelphia, Pa. (137 N. 7th st.).	......	1833	Margaret Lightfoot	Friends	2	4	42	0	42	42	9	10	....	....	....	....
972	Girard College for Orphans	Philadelphia, Pa	0	1848	W. H. Allen, A. M., M. D., LL. D.	Non-sect	6	24	743	743	0	743	0	135	0	0	0	0
973	Langton Select Academy	Philadelphia, Pa. (1613 Chestnut st.).	......	......	T. Brantly Langton	....	....	....	....	....	....	....	....	....	....	....	....	....
974	Lauderbach Academy*	Philadelphia, Pa. (108 S. 10th st.).	......	1868	H. Y. Lauderbach	....	4	2	125	125	....	90	35	20	30	35	12	9
975	Logan Square Seminary for Young Ladies.*	Philadelphia, Pa. (1809 Vine st.).	......	......	Misses S. A. Scull and J. Pindell.	....	....	....	....	....	....	....	....	....	....	....	....	....
976	Miss Anable's School for Young Ladies.	Philadelphia, Pa. (1350 Pine st.).	......	1848	Miss A. M. Anable	Baptist	2	10	50	....	50	50	10	45	....	....	....	....
977	Miss Laird's Seminary for Young Ladies.	Philadelphia, Pa. (323 N. 7th st.).	......	1868	Miss Martha Laird	Luth	1	5	26	2	24	26	3	9	....	....	....	....
978	Philadelphia Seminary	Philadelphia, Pa. (719 Brown st.).	......	1871	Rebecca E. Judkins	....	3	8	58	....	58	58	3	53	....	....	....	....
979	Private School	Philadelphia, Pa. (1313 Poplar st.).	......	1853	Miss M. A. Fisher	P. E	1	2	40	25	15	40	....	....	....	....	....	....
980	Rittenhouse Academy	Philadelphia, Pa. (n. e. cor. 18th and Chestnut sts.).	0	1854	Lucius Barrows and DeB. K. Ludwig.	Non-sect	4	....	32	32	....	....	....	....	....	....	0	0
981	Rugby Academy	Philadelphia, Pa. (1415 Locust st.).	......	1865	Edward C. Smith, M. A	....	12	2	120	120	0	60	60	20	30	30	12	....
982	St. Sauveur's French and English Academy.	Philadelphia, Pa. (26 and 28 S. 21st st.).	......	1877	Mademoiselle L. Boname	P. E	1	6	22	0	22	20	13	22	....	....	....	....
983	School for Girls	Philadelphia, Pa. (145 N. 20th st.).	......	1874	Rachel S. Ashbridge	Friends	1	3	13	0	13	13	7	10	0	0	0	0
984	School for Young Ladies	Philadelphia, Pa. (1733 Filbert st.).	......	1868	Annie and Sarah Cooper	Friends	1	7	55	....	55	55	8	12	0	0	....	....
985	School for Young Ladies	Philadelphia, Pa. (2023 Delancey Place).	......	1851	Lewis M. Johnson	Non-sect	2	4	50	0	50	30	....	40	0	0	0	0
986	School for Young Ladies	Philadelphia, Pa. (1519 Walnut st.).	......	......	Miss M. S. Gibson	....	....	....	....	....	....	....	....	....	....	....	....	....

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* From Report of the Commissioner of Education for 1876.

a School closed at present.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1877, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
987	Seminary for Young Ladies and Little Girls.	Philadelphia, Pa. (601 N. 18th st.).	....	....	Mary E. Clarke	....	1	6	....	....	....	....	....	....	....	....	....	....
988	Supplee Institute for Young Ladies.*	Philadelphia, Pa. (1713 Spruce st.).	....	1855	Rev. E. H. Supplee, A. M	....	1	5	40	....	40	40	30	39	....	....	....	....
989	Tioga Seminary	Philadelphia, Pa. (3416 N. 19th st.).	....	....	Mrs. O. C. Burroughs	....	....	....	....	....	....	....	....	....	....	....	....	....
990	West Chestnut Street Institute	Philadelphia, Pa. (4035 Chestnut st.).	....	....	Mrs. J. A. Bogardus	Non-sect	2	6	60	....	60	....	....	....	....	....	....	....
991	West Penn Square School	Philadelphia, Pa. (1834 Spruce st.).	....	1865	Agnes Irwin	....	3	10	50	....	50	6	35	50	....	....	....	....
992	William Penn Charter School	Philadelphia, Pa. (8 S. 12th st.).	1711	1689	Richard M. Jones, B. A.	Friends	4	3	80	80	....	80	80	80	....	....	3	....
993	Young Ladies' Academy, Mt. St. Joseph.	Philadelphia, Pa. (Chestnut Hill).	1870	1858	Sisters of St. Joseph	R. C.	....	11	70	....	70	70	....	....	....	....	....	....
994	Episcopal Classical Academy	Pittsburgh, Pa	....	1867	Francis Schmid, M. A	P. E	2	0	40	40	0	10	30	....	20	....	4	0
995	Cottage Seminary for Young Ladies	Pottstown, Pa	....	1849	George G. Butler, A. M.	Non-sect	1	5	38	0	38	38	5	15	....	....	....	....
996	Reid Institute	Reidsburg, Pa	1871	1862	C. A. Hare	Baptist	2	1	....	....	....	....	....	....	....	....	....	....
997	Clarion Collegiate Institute	Rimersburg, Pa	1859	1858	A. J. Davis	Ref.	9	1	103	57	46	103	13	5	6	3	3	1
998	Merrill's Academic School	Scranton, Pa	0	1870	Hubert H. Merrill, A. M.	Non-sect	1	3	99	60	39	80	19	25	10	12	....	....
999	Classical department of Missionary Institute.	Selinsgrove, Pa	1860	1858	P. Born	Luth	3	2	83	60	23	26	34	....	18	4	4	....
1000	Cheltenham Academy	Shoemakertown, Pa	0	1871	Rev. Saml. Clements, A. M	P. E	5	2	54	54	....	54	54	22	....	....	1	2
1001	Stewartstown English and Classical Institute.	Stewartstown, Pa	....	1855	James E. Green, A. B	Non-sect	1	1	49	25	24	49	2	0	1	....	....	....
1002	Westtown Boarding School	Street Road, Pa	....	1799	Benj. W. Passmore, sup't.	Friends	7	6	217	134	83	....	....	....	0	0	0	0

1003	Boarding School for Girls	Toughkenamon, Pa	......	1867	Hanna M. Cope	Friends	....	4	60	....	60	....	....	....	....	....	....	....
1004	Susquehanna Collegiate Institute	Towanda, Pa	1850	1854	Edwin E. Quinlan, A. M	Presb	2	5	142	79	63	91	37	5	9	....	1	....
1005	Washington Hall Collegiate Institute.	Trappe, Pa	0	1830	Abel Rambo, A. M	Non-sect	3	2	105	78	27	96	9	3	1	1	....	....
1006	Hamiltonian Institute	Uniontown, Pa	......	1874	Rev. J. M. Hantz, A. M	Luth	1	2	45	32	13	35	10	3	3	....	2	....
1007	Unionville Academy	Unionville, Pa	......	1834	J. N. Smith, A. B	......	2	1	40	22	18	40	6	....	3	....	....	....
1008	Darlington Seminary for Young Ladies.	West Chester, Pa	......	1854	Richard Darlington, jr	Friends	1	4	60	....	60	60	20	5	....	....	....	....
1009	Miss Smith's Family and Day School.	West Chester, Pa	......	1838	Robert M. McClellan	P. E	3	1	13	13	0	6	9	7	4	2	2	0
1010	McClellan's Institute for Boys	West Chester, Pa	......	1876	Miss L. V. Smith	Non-sect	....	4	14	....	14	14	....	14	....	....	....	....
1011	Home School for Girls	West Philadelphia, Pa. (3511 Hamilton st.).	......	1870	Mrs. A. M. Sutton	......	3	8	70	....	70	30	20	20	....	....	....	....
1012	West Philadelphia Academy	West Philadelphia, Pa. (4039 Baltimore ave.).	......	1874	J. Morgan Rawlins, A. M	Presb	1	1	....	....	....	....	....	....	8	....	1	....
1013	Williamsport Dickinson Seminary	Williamsport, Pa	1849	1848	Rev. E. J. Gray, A. M	M. E	6	2	216	148	68	....	....	....	3	....	1	....
1014	York County Academy*	York, Pa	1799	1788	George W. Ruby	Non-sect	4	....	130	130	....	130	31	0	6	0	2	0
1015	Prince's Hill Family and Day School.	Barrington Centre, R. I	......	1870	Isaac F. Cady, A. M	Non-sect	1	0	40	27	13	40	15	0	5	0	0	0
1016	Family and Day School for Girls	Newport, R. I	......	1874	Mrs. John H. Gilliat	P. E	1	4	....	....	....	....	....	....	....	....	....	....
1017	William Smith's School	Newport, R. I	......	......	William Smith	......	....	....	....	....	....	....	....	....	....	....	....	....
1018	Island High School	New Shoreham, R. I	......	1875	C. E. Perry	......	....	....	....	....	....	....	....	....	....	....	....	....
1019	Academy of the Sacred Heart	Providence, R. I. (box 798).	1873	1872	Catherine Grasser	R. C	....	8	30	....	30	30	....	30	....	....	....	....
1020	English, French, and German Boarding and Day School.*	Providence, R. I	......	1864	Mrs. N. W. De Munn	Cong	5	6	....	....	....	....	....	....	....	....	....	....
1021	Friends' New England Boarding School.*	Providence, R. I	1819	1819	Albert K. Smiley, A. M	Friends	6	7	201	105	96	....	80	40	10	0	8	0
1022	St. Mary's Seminary	Providence, R. I. (Bayview, box 866).	1875	1874	Sister M. Cecilia	R. C	2	4	40	0	40	....	8	18	....	....	3	2
1023	Avery Normal Institute	Charleston, S. C	0	1865	Amos W. Farnham	Non-sect	4	5	315	146	169	301	14	0	6	0	1	0
1024	Brainerd Institute *a*	Chester, S. C	0	1869	Rev. Samuel Loomis	Presb	2	1	277	....	....	....	....	....	6	....	....	....
1025	Benedict Institute	Columbia, S. C	0	1870	Rev. Lewis Colby, A. M	Baptist	2	2	117	70	47	27	....	....	....	....	....	....
1026	Gowensville Seminary	Gowensville, S. C	......	1859	Rev. Thos. J. Earle	Non-sect	2	3	105	57	48	88	17	....	5	....	....	1
1027	Curryton Baptist High School	Hamburg, S. C	1857	1875	Alex. S. Townes, A. B	Baptist	2	1	53	28	25	32	20	1	4	....	1	....
1028	Lexington High School	Lexington, S. C	......	1875	W. D. Schoenberg	......	2	1	50	26	24	50	9	7	6	....	1	....
1029	Limestone Springs Female High School.	Limestone Springs, S. C	......	1840	Thomas H. Bomar	Non-sect	2	3	40	10	30	....	....	....	0	0	0	0
1030	Reidville Female College	Reidville, S. C	1858	1857	Robert P. Smith	Presb	1	4	75	....	75	50	25	10	30	10	20	5
1031	Yorkville Female Institute*	Yorkville, S. C	......	......	William R. Jones, A. M	......	1	2	42	....	42	27	15	....	10	0	3	0
1032	Masonic Male and Female Academy.*	Alexandria, Tenn	1857	1857	H. L. W. Gross	Non-sect	2	....	130	80	50	130	15	1	20	10	....	....
1033	J. C. Armstrong's Academy	Bon Aqua Station, Tenn	......	......	J. C. Armstrong	......	....	....	....	....	....	....	....	....	....	....	....	....
1034	Enon Seminary *b*	Butler, Tenn	1870	1871	L. L. Maples	Baptist	....	....	....	....	....	....	....	....	....	....	....	....
1035	Buffalo Institute	Cave Spring, Tenn	1869	1869	Josephus Hopwood	......	2	1	119	77	42	106	13	....	7	....	2	....
1036	Centreville Academy	Centreville, Tenn	1834	1834	William P. Clarke	......	1	1	48	26	22	48	12	11	5	1	2	0
1037	Tracy Academy*	Charlotte, Tenn	1806	1806	James C. Armstrong, A. M	Non-sect	1	....	55	40	15	25	20	6	....	....	0	0
1038	Chatata Seminary *c*	Chatata, Tenn	1868	1867	W. L. Cate	Non-sect	1	1	100	55	45	95	5	0	0	0	1	0
1039	Clarksville Female Academy	Clarksville, Tenn	1846	1846	Rev. J. R. Plummer, A. M	M. E. So	1	7	199	....	199	190	50	15	....	....	....	....

* From Report of the Commissioner of Education for 1876.

a For freedmen.

b School closed at present.

c Buildings destroyed by fire November, 1877.

TABLE VI.—*Statistics of institutions for secondary instruction for 1877, &c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students. Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1040	Clifton Masonic Academy	Clifton, Tenn	1856	1856	W. B. Smith	....	1	1	40	15	25	40	0	0	0	0	0	....
1041	Cane Creek Academy*	Cog Hill, Tenn	1868	1868	S. U. Newman	Non-sect	3	0	145	65	80	45	15	....	....	....	....	....
1042	Columbia High School	Columbia, Tenn	0	1877	T. F. Sevier	Non-sect	3	2	206	154	52	172	15	5	15	14	....	....
1043	Tipton Female Seminary	Covington, Tenn	1852	1854	George D. Holmes	Non-sect	1	2	60	10	50	60	20	0	....	....	....	....
1044	Stonewall Male and Female College.*	Cross Plains, Tenn	1873	1874	William Lipscomb	Non-sect	4	5	115	70	45	95	25	15	....	....	....	....
1045	Culleoka Institute	Culleoka, Tenn	1868	1868	W. R. Webb, A. M., and J. M. Webb.	Meth.	2	....	150	150	....	100	90	5	25	20	10	....
1046	Lauderdale Male and Female Institute.	Durhamville, Tenn	1856	1856	Isaac L. Case	Non-sect	1	1	37	16	21	27	10	....	10	1	0	0
1047	Edgefield Female Seminary*	Edgefield, Tenn	....	1867	Mrs. Henri Weber	Non-sect	2	3	41	0	41	41	15	10	....	....	....	....
1048	Edgefield Male Academy	Edgefield, Tenn	0	1867	A. L. Mims, A. M.	Non-sect	2	0	90	90	0	68	40	0	32	4	37	13
1049	Friendsville Institute*	Friendsville, Tenn	....	1855	William Russell, A. B.	Friends	1	2	118	68	50	118	....	....	....	....	....	....
1050	Tannehill College	Gainesboro', Tenn	0	1869	R. H. Washburn	Non-sect	2	1	98	57	41	90	8	0	....	....	2	0
1051	Edwards Academy	Greeneville, Tenn	0	1878	S. C. Hanson	U. Breth	2	1	38	9	29	34	4	0	4	10	0	....
1052	West Tennessee Seminary	Hollow Rock, Tenn	1874	1874	L. W. Chandler	Meth.	1	2	70	40	30	70	....	....	....	....	....	....
1053	Huntingdon Male and Female Academy.	Huntingdon, Tenn	....	....	Rev. D. S. Cosby, D. D	....	1	2	55	23	32	50	5	0	....	....	....	....
1054	Sam Houston Academy*	Jasper, Tenn	1836	1836	A. J. Robert, LL. B., A. M.	....	2	2	172	90	82	168	4	....	....	....	....	....
1055	South Normal School and Business Institute (academic department).*	Jonesboro', Tenn	....	1876	Wise and Presnell	Non-sect	3	3	220	120	100	180	40	20	20	....	2	....
1056	Greenwood Seminary	Near Lebanon, Tenn	....	1852	Mrs. N. Lawrence Lindsley	Non-sect	....	3	31	....	31	31	4	31	....	....	22	1
1057	Lebanon Female College*	Lebanon, Tenn	....	....	Rev. J. M. Phillips, A. M.	Baptist	2	4	90	10	80	90	10	5	....	....	....	....

1058	Masonic Academy*	Liberty, Tenn	1870	1868	John Bryan	Non-sect	1	1	60	....	....	48	2	....	2	0	0	0
1059	Hopewell Academy	Lincoln, Tenn	......	1873	O. Sidney Stewart	Non-sect	1	....	35	20	15	30	5	0	5	....	2	....
1060	Savannah Grove Academy	Long Savannah, Tenn	0	1874	William F. Anderson	Non-sect	1	....	50	28	22	50	....	....	....	....	....	....
1061	Loudon High School	Loudon, Tenn	1873	1870	G. W. Scribner, A. B	Cumb. P.	2	2	97	66	31	74	23	0	....	....	....	....
1062	Lynchburg Male and Female Academy.	Lynchburg, Tenn	1868	1868	C. S. Clark	Non-sect	1	1	105	62	43	78	16	4	29	21	9	....
1063	Macedonia Male and Female Academy.	Macedonia, Tenn	1868	1867	Mrs. S. H. McAlister	Non-sect	....	1	28	13	15	26	2	....	2	1	....	....
1064	Macedonia Academy	Near McKenzie, Tenn	1867	1867	Robert P. Witt	Non-sect	1	....	....	....	....	....	....	....	....	....	....	....
1065	Waters and Walling College	McMinnville, Tenn	0	1870	A. P. Seitz	Non-sect	2	1	66	38	28	60	6	....	....	....	....	....
1066	Martin Male and Female Academy	Martin, Tenn	0	1875	G. A. Hays	Non-sect	2	2	155	80	75	130	20	5	20	6	2	1
1067	Masonic Female Institute	Maryville, Tenn	1851	1850	Prof. D. P. Hurley	Non-sect	1	3	40	7	33	36	4	....	....	....	....	....
1068	Bledsoe Institute	Melvin, Tenn	0	1870	Thomas O. Brown	Non-sect	2	....	52	33	19	20	....	....	....	....	....	....
1069	St. Mary's School	Memphis, Tenn	......	1873	Sister Constance	P. E.	2	6	90	....	90	90	50	40	....	....	....	....
1070	Morristown Female High School*	Morristown, Tenn	1855	1867	Rev. T. P. Summers, A. M., and R. A. Lowry.	M. E. So.	3	1	70	....	70	....	....	....	....	....	....	....
1071	Reagan High School	Morristown, Tenn	0	1867	Rev. J. A. Stubblefield, A. B.	Non-sect	2	0	60	60	0	55	5	0	5	6	1	0
1072	Branner Female Institute	Mossy Creek, Tenn	......	1876	Prof. Casimir Falk	Non-sect	3	4	51	....	51	35	16	10	....	....	....	....
1073	Mt. Pleasant Female Academy*	Mount Pleasant, Tenn	......	......	R. E. Binford, A. M.	Non-sect	2	2	80	35	45	50	20	10	35	....	10	5
1074	McMinn County Agricultural and Scientific School.	Mouse Creek, Tenn	1877	1874	A. E. Blunt	Non-sect	1	3	107	81	26	107	0	0	0	30	0	0
1075	Nashville Normal and Theological Institute.	Nashville, Tenn	0	1867	Rev. D. W. Phillips, D. D	Baptist	2	4	195	124	71	175	20	....	....	....	....	....
1076	Holston Seminary	New Market, Tenn	1838	1828	Rev. Ralph Pierce, A. M	M. E	1	2	130	70	60	121	9	0	3	0	0	0
1077	Oak Hill Institute	Norris Creek, Tenn	1868	1868	J. W. Stokes	....	2	3	140	90	50	132	20	6	....	....	....	....
1078	Ooltewah Academy	Ooltewah, Tenn	......	......	W. F. McCarron	....	1	1	75	40	35	75	....	....	....	....	....	....
1079	Temperance Hall*	Orme's Store, Tenn	......	......	W. E. Stephens	....	1	2	150	80	70	90	60	10	50	20	10	5
1080	Mrs. Welch's School	Paris, Tenn	1878	1869	Mrs. S. H. Welch	Non-sect	1	2	76	45	31	76	9	8	25	30	16	10
1081	Paris Female Seminary*	Paris, Tenn	1856	1856	William Shelton, jr	Non-sect	1	3	80	....	80	80	6	10	0	0	10	0
1082	Woolsey College*	Peach Grove, Tenn	......	......	....	F. W. Bap	....	....	....	....	....	....	....	....	....	....	....	....
1083	Giles College	Pulaski, Tenn	1852	1854	C. G. Rogers, W. K. Jones, and J. B. Anderson.	....	3	....	115	115	....	80	32	8	17	10	62	13
1084	Clear Spring Academy	Rheatown, Tenn	1849	1849	J. E. L. Seneker	Cumb. P.	1	....	55	35	20	55	5	4	3	2	2	....
1085	Ripley Academy*	Ripley, Tenn	1847	1850	Hugh T. Hanks	Non-sect	1	....	45	21	24	39	6	....	4	....	1	....
1086	West Tennessee Normal School and Business Institute.	Ripley, Tenn	......	1876	John B. Holbrook	....	1	1	55	30	25	45	10	....	....	....	....	....
1087	Sequatchie College	Roberson's Cross Roads, Tenn.	1859	1859	W. E. Stephens	Non-sect	2	1	117	67	50	117	10	2	....	....	....	....
1088	Madison Academy	Rutledge, Tenn	1840	1840	J. M. Davidson	Non-sect	2	3	93	45	48	60	33	....	20	10	4	....
1089	Shelbyville Collegiate Institute	Shelbyville, Tenn	......	1852	Rev. T. D. Wardlaw, M. D., D. D	....	1	5	70	....	70	75	12	10	....	....	....	....
1090	Nourse Seminary	Sparta, Tenn	1853	......	....	Non-sect	2	1	60	37	23	....	....	....	....	....	2	....
1091	White Seminary	Sparta, Tenn	......	1856	J. P. Kelton	....	1	1	75	35	40	75	....	....	....	....	....	....
1092	Obion College	Troy, Tenn	1876	1875	T. P. Walker	Non-sect	2	2	150	75	75	100	25	0	0	0	....	....
1093	Pleasant Grove Seminary	Tyner's Station, Tenn	......	1873	Perry A. Wall	Non-sect	2	0	85	45	40	85	0	0	0	0	0	0
1094	Washington College	Washington College, Tenn.	1795	1796	Rev. J. E. Alexander and Mrs. C. M. Alexander.	Non-sect	1	2	39	21	18	33	6	0	....	....	....	....
1095	German-American Ladies' College	Austin, Tex	1874	1871	Misses Natalie von Schenck and Alice Nohl.	Non-sect	0	5	54	0	54	....	1	31	....	....	....	....
1096	Live Oak Female Seminary	Near Brenham, Tex	0	1853	Rev. J. W. Miller	Presb	1	3	40	....	40	40	7	0	1	0	0	0
1097	Gonzales Male and Female College	Gonzales, Tex	1852	1850	J. H. Ranson, A. M	Non-sect	1	3	100	53	47	80	20	0	15	....	....	....
1098	Clark Seminary for Young Ladies*	Houston, Tex	......	1871	Rev. Horace Clark, LL. D.	Non-sect	2	2	38	8	30	38	6	....	....	....	....	....

* From Report of the Commissioner of Education for 1876.

TABLE VI.—*Statistics of institutions for secondary instruction for 1877, &c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1099	Lancaster Masonic Institute	Lancaster, Tex	......	......	Rev. James R. Malone, A. M.	Non-sect	2	1	117	54	63	112	5	0	3	0	0	0
1100	River-Side Institute*	Lisbon, Tex	0	1875	Rev. James R. Malone, A. M.	....	1	1	64	40	24	53	11	0	0	0	0	0
1101	Wiley University	Marshall, Tex	0	1873	Rev. W. H. Davis, A. B	M. E	2	0	53	32	21	38	0	0	5	0	0	0
1102	Pine Hill Academy	Pine Hill, Tex	......	1876	G. J. Watkins	Non-sect	1	1	60	40	20	58	2	....	2	10	1	2
1103	Alamo Select School	San Antonio, Tex	......	1877	James T. Briggs, A. M	....	....	....	55	26	29	38	17	22	5	....	....	....
1104	St. Mary's Institute*	San Antonio, Tex	0	1852	Brother Charles Francis	R. C.	12	0	250	250	0	225	8	150	....	....	....	....
1105	Ursuline Convent	San Antonio, Tex	......	1851	Sister Mary Magdalen, sup'r.	R. C.	....	12	100	....	100	100	....	80	....	....	....	....
1106	Coronal Institute	San Marcos, Tex	0	1868	Maj. J. H. Bishop	Meth.So.	2	2	120	60	60	120	12	....	50	20	40	....
1107	The Grove Academy	The Grove, Tex	......	1876	A. J. Robert	....	1	1	80	42	38	....	4	....	4	2	....	....
1108	AddRan College	Thorp's Spring, Tex	1873	1873	A. Clark, president	Christian	6	2	200	125	75	....	....	....	....	....	....	....
1109	Barre Academy	Barre, Vt	1849	1852	J. S. Spaulding, A. M., LL. D	Non-sect	3	1	211	127	84	114	97	0	60	37	15	3
1110	Goddard Seminary	Barre, Vt	1863	1870	Henry Priest, A. B	Univ	5	3	99	45	54	30	12	15	12	5	3	0
1111	St. Agnes' Hall	Bellows Falls, Vt	......	1868	Jane Hapgood	P. E	1	4	22	....	22	22	13	13	....	....	....	....
1112	Mt. Anthony Seminary	Bennington Centre, Vt	......	1833	George W. Yates, A. M	Non-sect	2	2	60	40	20	50	10	5	6	....	....	....
1113	Bristol Academy	Bristol, Vt	1855	1855	L. F. Benton, A. M	Non-sect	2	3	265	147	118	153	12	0	8	3	0	0
1114	Burlington Young Ladies' School*	Burlington, Vt	......	1872	Louis Pollens	....	2	2	27	....	27	7	5	20	....	....	....	....
1115	Vermont Episcopal Institute (academical department).	Burlington, Vt	1857	1860	Rev. T. A. Hopkins, A. M	P. E	4	2	35	33	2	35	30	2	6	20	2	0
1116	Derby Academy	Derby, Vt	1839	1840	Prof. E. C. Allen, A. M	Baptist	1	4	100	60	40	75	20	25	2	0	0	0
1117	Essex Classical Institute	Essex, Vt	1850	1850	William A. Deering, A. B	Non-sect	1	3	200	100	100	140	60	....	15	2	0	0
1118	Orleans Liberal Institute	Glover, Vt	1852	1852	Ira A. Chase	Univ	1	1	40	15	25	35	5	....	....	....	....	....
1119	Champlain Hall	Highgate, Vt	......	1877	Miss H. Sibyl Swett	P. E	2	1	56	23	33	56	6	....	....	....	....	....
1120	Lamoille Central Academy	Hyde Park, Vt	1860	......	Henry M. McFarland	Non-sect	1	2	80	37	43	77	5	7	0	0	0	0

1121	Jericho Academy	Jericho Centre, Vt	1828	....	Sarah V. Brownell	Cong	0	1	25	11	14	20	5	0	3	0	1	4
1122	Black River Academy	Ludlow, Vt	1834	1834	C. G. Farwell, A. B	Baptist	1	3	134	56	78	....	....	....	12	....	3	....
1123	Lyndon Literary Institution	Lyndon Centre, Vt	1867	1871	John S. Brown, A. M	Free Bap.	2	2	136	69	67	91	34	11	17	....	4	....
1124	McIndoe's Falls Academy*	McIndoe's Falls, Vt	....	....	A. H. Kinerson	Non-sect	1	1	52	25	27	49	3	....	1	0	0	0
1125	Morgan Academy	Morgan, Vt	1866	1867	J. C. Cobb	Cong	1	1	65	35	30	65	....	....	....	....	....	....
1126	Montebello Ladies' Institute	Newbury, Vt	....	1873	Mary E. Tenny	Non-sect	....	6	55	15	40	55	15	6	2	....	....	....
1127	Beeman Academy	New Haven, Vt	1869	1855	H. P. Stimson, A. B	Non-sect	1	2	71	44	27	57	14	0	7	0	2	0
1128	Norwich English and Classical Boarding School.	Norwich, Vt	....	....	D. S. Brigham	Cong	2	1	28	13	15	25	3	....	2	....	2	1
1129	Caledonia County Grammar School	Peacham, Vt	1787	1789	C. A. Bunker, A. M	Non-sect	1	3	134	65	69	92	37	0	8	....	0	0
1130	Troy Conference Academy	Poultney, Vt	1834	1837	Rev. C. H. Dunton, A. M	M. E	5	5	186	106	80	136	40	16	20	5	3	0
1131	Rural Home	Pownal, Vt	0	1869	Rev. J. M. Bacheldor	Non-sect	1	1	21	19	2	21	2	0	1	0	0	0
1132	Villa Barlow Boarding and Select School of the Sisters of Notre Dame.	St. Albans, Vt	....	1869	Sister Ursula, superior	R. C	....	7	220	....	220	220	....	160	....	....	....	....
1133	St. Johnsbury Academy	St. Johnsbury, Vt	1842	1843	Rev. Homer T. Fuller	Non-sect	4	6	298	152	146	153	130	15	85	....	....	....
1134	Vermont Academy	Saxton's River, Vt	....	1876	Horace M. Willard	Baptist	4	3	87	47	40	57	30	15	14	0	0	0
1135	Green Mountain Perkins Academy	South Woodstock, Vt	1847	1848	E. H. Aldrich, A. M	Univ	5	2	112	70	42	78	24	12	6	0	1	0
1136	Thetford Academy and Boarding School.	Thetford, Vt	1819	1819	David Turner, A. M	Cong	1	1	65	35	30	....	....	....	15	....	1	....
1137	Bell Institute	Underhill, Vt	1852	1852	Rev. J. D. Emerson	Non-sect	1	1	40	20	20	30	10	....	5	....	....	....
1138	Brattleboro' Academy	West Brattleboro', Vt	1801	....	Clarence E. Blake, A. M	Cong	2	2	70	35	35	68	12	0	4	0	3	0
1139	Abingdon Male Academy	Abingdon, Va	....	1822	James B. Baker and Robert P. Carson.	....	2	....	65	65	....	....	....	....	....	....	....	....
1140	Alexandria Academy*	Alexandria, Va	....	1858	John S. Beach	Non-sect	4	1	37	37	....	37	5	7	....	....	....	....
1141	Episcopal High School	Near Alexandria, Va	1854	1839	L. M. Blackford, M. A	P. E	5	0	83	83	0	83	70	40	....	....	10	....
1142	H. F. Henry's School	Alexandria, Va. (Queen st.)	....	1857	H. F. Henry	....	2	....	35	35	....	35	8	....	....	....	....	....
1143	Potomac Academy	Alexandria, Va	....	1869	John S. Blackburn	....	1	....	29	29	....	29	17	9	....	....	2	....
1144	St. John's Academy	Alexandria, Va	0	1833	Richard L. Carne, A. M	R. C	3	0	74	74	0	62	12	0	2	0	0	0
1145	Yeates' Lower School*a*	Belleville, Va	1803	1731	R. L. Brewer	Non-sect	1	0	37	22	15	37	13	0	15	5	1	....
1146	Yeates' Upper School*a*	Belleville, Va	1803	1731	W. C. Williams	Non-sect	1	0	27	11	16	27	0	3	0	5	0	0
1147	Bethel Military Academy	Bethel Academy P. O., Va	....	1869	Maj. A. G. Smith	Non-sect	7	0	119	110	9	60	40	38	....	16	3	5
1148	Sullins Female College	Bristol, Va	1870	1868	Rev. D. Sullins, D. D	Meth	3	5	130	....	130	120	10	5	....	....	....	....
1149	Piedmont Female Institute*	Charlottesville, Va	....	1853	Mrs. R. K. Meade	P. E	1	5	55	....	55	55	19	22	....	....	....	....
1150	Culpeper Female Institute	Culpeper, Va	....	1868	W. R. Vaughan, M. D	Baptist	2	3	43	....	43	42	11	18	....	....	....	....
1151	Elk Creek Academy	Elk Creek, Va	1874	1870	W. W. Smith, A. B	M. E. So	1	1	65	35	30	59	6	0	4	1	0	0
1152	White Rock Female High School*	Near Fork Union, Va	....	1868	George H. Snead, M. D	Baptist	1	2	18	5	13	18	13	10	....	....	....	....
1153	Herndon Female Institute	Herndon, Va	0	1876	Mrs. M. M. Castleman	P. E	....	2	25	7	18	25	4	7	0	0	1	0
1154	Leesburg Academy	Leesburg, Va	1800	1813	Thomas Williamson	Non-sect	2	0	14	14	0	5	9	7	9	2	0	0
1155	Webster Military Institute	Norfolk, Va	....	1869	Prof. N. B. Webster, A. M	Non-sect	3	....	55	55	....	55	23	8	8	10	....	....
1156	Locust Dale Academy	Rapidan Station, Va	0	1858	A. J. Gordon, A. M	Non-sect	3	1	60	57	3	30	35	15	20	5	6	....
1157	Academy of the Visitation, Monte Maria.	Richmond, Va. (Grace st., bet. 22d and 23d).	....	1866	Mother M. Justina Prevost	R. C	....	10	60	....	60	60	....	20	....	....	....	....
1158	Union Academy*	Spout Spring, Va	1840	1840	C. H. Chilton	Non-sect	1	0	45	25	20	40	5	0	6	4	2	2
1159	Landon Female School*	Stevensville, Va	....	1865	Rev. R. H. Land	Baptist	1	2	10	....	10	10	2	3	1	....	....	....
1160	Suffolk Collegiate Institute	Suffolk, Va	1872	1872	Rev. C. A. Apple	Christian	3	1	63	42	21	63	15	5	15	....	2	....
1161	Suffolk Female Institute	Suffolk, Va	....	1865	Sally A. Finney	....	....	5	86	4	82	70	10	20	....	....	....	....
1162	Yelverton Home School for Young Ladies and Children.	The Plains, Va	....	1873	Miss A. L. Peyton	P. E	0	3	....	....	....	....	....	....	....	....	....	....
1163	Fairfax Hall	Winchester, Va	1870	1869	Rev. Silas Billings, A. M	Presb	2	10	90	....	90	....	20	35	....	....	....	....

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* From Report of the Commissioner of Education for 1876.

a The Yeates schools embrace two schools about six miles apart; they have the same board of trustees and are supported by private endowment.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1877, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instructors.	Female instructors.	Number of students.									
									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1164	Prince Edward Academy	Worsham, Va	1875	1874	James R. Thornton, A. B	Non-sect	2	0	41	41	0	7	15	5	36	10	10	0
1165	St. Mary's Academy	Charleston, W. Va	......	1871	Sister M. Vincent	R. C	....	4	52	20	32	52	....	13	....	....	....	....
1166	Academy of the Sisters of St. Joseph.	Clarksburg, W. Va	......	1873	Sisters of St. Joseph	R. C	0	4	70	30	40	8	8	0	....	....	....	....
1167	Academy	French Creek, W. Va	......	......	......	......	....	....	....	....	....	....	....	....	....	....	....	....
1168	St. Albans Seminary	Kanawha County, W. Va	......	......	......	......	....	....	....	....	....	....	....	....	....	....	....	....
1169	Monongalia Academy	Morgantown, W. Va	......	......	......	......	....	....	....	....	....	....	....	....	....	....	....	....
1170	Morgantown Female Seminary	Morgantown, W. Va	......	......	Mrs. J. R. Moore	Non-sect	....	3	30	....	30	....	....	....	....	....	....	....
1171	Coalsmouth High School	St. Albans, W. Va	......	1875	Rev. P. B. Reynolds	Baptist	3	....	58	40	18	56	26	....	....	....	....	....
1172	St. Alphonsus' School*	Wheeling, W. Va	......	1858	August Volkenrath	R. C	1	6	420	200	220	360	0	420	0	....	....	....
1173	Seguin Classical, Commercial, and Musical Institute.	Wheeling, W. Va. (51 17th street).	......	1868	Miss Pauline H. Seguin	Non-sect	1	2	80	....	80	80	5	12	....	....	....	....
1174	Albion Academy and Normal Institute.	Albion, Wis	1854	1854	Rev. A. R. Cornwall, A. M	......	6	3	265	147	118	222	43	11	13	....	4	....
1175	Dupont Academy*	Dupont, Wis	1876	1876	Julia F. Bliss	Cong	....	1	....	....	....	....	....	....	....	....	....	....
1176	Elroy Seminary	Elroy, Wis	1872	1874	Rev. F. M. Washburn	U. Breth.	2	1	83	45	38	84	3	2	3	5	....	....
1177	Wisconsin Female College	Fox Lake, Wis	1855	1856	Rev. A. O. Wright, M. A	Cong	2	4	127	66	61	....	....	....	0	....	1	0
1178	Lake Geneva Seminary	Geneva, Wis	1871	1869	Mrs. Julia A. Warnor	Non-sect	2	5	76	18	58	50	21	2	....	....	....	....
1179	Jefferson Liberal Institute	Jefferson, Wis	......	1866	Edwin Marsh	Ind	1	1	47	....	....	....	....	....	....	....	....	....
1180	German and English Academy	Milwaukee, Wis	1851	1851	Louis Theiss and Julia M. Davis.	Non-sect	4	2	55	34	21	55	29	55	0	0	2	1
1181	St. Mary's Day School	Milwaukee, Wis	1869	1850	Sister Mary Ernesta	R. C	2	21	345	0	345	280	20	280	0	0	....	....
1182	St. Mary's Institute	Milwaukee, Wis	1869	1850	Sister M. F. Seraphica	R. C	3	18	132	....	132	126	30	100	....	....	....	....

1183	Lakeside Seminary	Oconomowoc, Wis	1855	1856	Grace P. Jones	P. E	1	5	30	....	30	25	4	10	0	0	0	0
1184	St. Mary's Institute	Prairie du Chien, Wis	1877	1872	Sister M. Patritia	R. C	....	16	250	....	250	....	....	....	....	....	....	....
1185	St. Catharine's Female Academy	Racine, Wis	1874	......	Sister M. Hyacintha, O. S. D	R. C	....	8	....	....	....	40	....	30	....	....	....	....
1186	Rochester Seminary	Rochester, Wis	1866	1867	R. F. Pouley, B. S	F. Bap	1	2	87	47	40	....	9	....	2	4	2	....
1187	Seminary of St. Francis of Sales	St. Francis Station, Wis	1877	1856	Rev. C. Wapelhorst	R. C	13	....	133	133	....	(133)		....	....	....	....	....
1188	Big Foot Academy	Walworth, Wis	1855	1857	W. F. Place	Non-sect	1	1	67	39	28	60	7	....	1	2	....	....
1189	Carroll College	Waukesha, Wis	1845	1846	W. L. Rankin, A. M	Presb	2	3	130	83	47	....	30	20	6	....	2	....
1190	Georgetown Collegiate Institute*	Georgetown, D. C	......	1872	Miss Lucy Stephenson	....	3	5	60	....	60	60	14	5	....	....	....	....
1191	Georgetown Female Seminary	Georgetown, D. C. (81 Stoddard st.).	......	1868	Miss S. A. Lipscomb	Non-sect	3	4	....	....	....	....	....	....	....	....	....	....
1192	Georgetown Institute for Males	Georgetown, D. C. (box 822).	......	1857	Rev. P. Hall Sweet	....	1	....	20	20	....	20	6	....	6	2	....	....
1193	Young Ladies' Seminary	Georgetown, D. C. (37 Market st.).	......	......	Mrs. H. A. Wheeler	....	....	....	9	....	9	....	....	....	....	....	....	....
1194	Academy of the Visitation	Washington, D. C. (cor. 10th and G sts.).	1853	......	Sister Mary de Sales O'Hare	R. C	....	20	88	....	88	88	....	83	....	....	98	....
1195	Boys' English and Classical High School.	Washington, D. C. (lock box 132).	......	1868	Prof. J. W. Hunt, A. M	Non-sect	1	....	31	30	1	30	25	0	10	2	3	0
1196	English and French Boarding and Day School.	Washington, D. C. (1700 L street).	......	1875	Alfred Bujac	Non-sect	1	2	22	....	22	22	....	....	....	....	....	....
1197	English, French, and Classical Institute.*	Washington, D. C. (915 N. Y. ave.).	......	1868	Mrs. Angelo Jackson	Presb	1	3	25	....	25	24	12	16	....	....	....	....
1198	Incarnation Church School	Washington, D. C. (1115 M st.).	......	1869	Miss E. H. MacLeod	P. E	1	4	45	8	37	45	4	10	....	....	....	....
1199	Miss Calkins' Select School	Washington, D. C. (209 Pa. ave. s. e.).	......	......	Miss R. N. Calkins	....	....	1	33	22	11	....	....	....	....	....	....	....
1200	Misses Perley's Select School	Washington, D. C. (509 4th st.).	......	1871	Misses Perley	....	1	3	42	23	19	....	....	....	....	....	....	....
1201	Mt. Vernon Institute	Washington, D. C. (1530 I st.).	0	1872	Mrs. Charles W. Pairo	Non-sect	2	4	48	0	48	48	....	48	1	....	....	....
1202	Mt. Vernon Seminary	Washington, D. C. (204 F st.).	......	1875	Mrs. J. Eddy Somers	....	4	4	....	....	....	....	....	....	....	....	....	....
1203	Park Seminary	Washington, D. C. (506 5th st.).	......	1868	Mrs. G. M. Condron, Miss A. T. Smith.	Non-sect	1	4	45	....	45	45	4	10	....	....	....	....
1204	Rittenhouse Academy	Washington, D. C. (306 Indiana ave.).	......	1840	O. C. Wight	....	1	....	32	32	....	24	8	....	....	8	2	....
1205	Rosslyn Seminary	Washington, D. C. (1536 I st.).	......	1867	Miss B. Ross	Non-sect	3	3	28	....	28	25	8	10	....	....	....	....
1206	Roys's Classical and Mathematical Academy.	Washington, D. C. (1315 4½ st. s. w.).	0	1870	Chase Roys, A. M., M. D., LL. B	Non-sect	1	....	20	20	....	20	5	3	3	....	0	0
1207	St. Cecilia's Academy*	Washington, D. C. (601 E. Capitol st.).	......	1869	Sister Mary Ambrose	R. C	....	5	100	....	100	100	20	....	....	....	....	....
1208	St. Matthew's Institute	Washington, D. C. (K st. bet. 14th and 15th sts.).	1870	1868	Rev. Br. Tobias	R. C	8	....	175	175	....	125	50	35	....	....	....	....
1209	School for Young Ladies	Washington, D. C. (N. Y. ave. near 13th).	......	......	Mrs. C. B. Burr	....	....	4	30	....	30	....	....	....	....	....	....	....
1210	School for Young Ladies and Children.	Washington, D. C. (908 12th st.).	0	......	Mary J. Kerr	Non-sect	1	5	50	15	35	....	....	....	....	....	....	....
1211	Select School*	Washington, D. C. (708 11th st.).	......	1875	Sarah A. Pollock	....	....	1	12	7	5	12	....	12	....	....	....	....

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									Total.	Male.	Female.	In English course.	In classical course.	In modern languages.	Preparing for classical course in college.	Preparing for scientific course in college.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1212	Washington Female Seminary....	Washington, D. C. (1023 12th st.).	......	1873	Zelia D. Butcher and Mary C. Douglas.	....	1	6	48	....	48	48	5	10	....	....	....	....
1213	West End Seminary	Washington, D. C. (1915 H st.).	......	1873	Miss V. B. Faust	....	0	5	35	0	35	35	1	7	....	....	....	....
1214	Young Ladies' Boarding and Day School.	Washington, D. C. (943 M st.).	......	1870	Laura L. Osborne	....	....	....	50	....	50	50	....	12	....	....	....	....
1215	Spencer Academy*................	Doaksville, Ind. Ter. (Choctaw Nation).	......	1844	Rev. I. I. Read	Presb ...	2	1	60	60	....	60	3	....	3	....	1	....
1216	Academy of our Lady of Light*..	Santa Fé, N. Mex.........	1874	1852	Mother Magdalen Hayden ..	R. C.....	....	10	215	....	215	....	....	....	....	....	....	....
1217	Santa Fé Academy................	Santa Fé, N. Mex.........	......	......	Mrs. M. E. Griffith	Presb ...	....	2	37	27	10	37	....	7	....	....	....	....
1218	Beaver Seminary	Beaver City, Utah	......	1873	Mrs. N. E. Britt	Meth....	....	1	70	35	35	70	....	....	....	....	....	....
1219	St. John's School................	Logan, Utah	0	1874	Rev. W. H. Stoy..............	P. E.....	1	2	70	30	40	70	0	0	0	0	0	0
1220	Wahsatch Academy	Mt. Pleasant, Utah........	0	1875	Rev. D. J. McMillan, A. M....	Presb ...	2	2	106	50	56	94	12	....	....	....	....	....
1221	School of the Good Shepherd	Ogden, Utah	0	1870	Charles G. Davis............	P. E.....	1	2	156	70	86	156	0	0	0	0	0	0
1222	Brigham Young Academy	Provo City, Utah	1875	1875	Karl G. Maeser	Mormon.	4	1	229	174	55	....	15	17	....	....	....	....
1223	Rocky Mountain Seminary........	Salt Lake City, Utah......	......	1869	Rev. John McEldowney, D. D	M. E	1	3	155	95	60	....	....	....	....	....	....	....
1224	St. Mark's Grammar School.......	Salt Lake City, Utah......	......	1867	Rev. G. D. B. Miller, A. M	P. E.....	4	16	516	249	267	500	30	6	20	....	1	1
1225	Salt Lake Collegiate Institute	Salt Lake City, Utah......	0	1875	John M. Coyner, PH. D.......	Presb ...	1	5	184	100	84	184	20	0	3	0	0	0
1226	St. Paul's School	Walla Walla, Wash.......	......	1872	Miss H. B. Garretson	P. E.....	1	4	60	....	60	....	....	3	....	....	....	....

* From Report of the Commissioner of Education for 1876.

TABLE VI.—*Statistics of institutions for secondary instruction for 1877, &c.*—Continued

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1	Andrews Institute	[illegible]	....	×	....	0	0	130	30	*a*$20	$2,500	....	....	*a*$900	40	August, 1st Mon.
2	Wilcox Female Institute	0	0	×	×	×	×	500	....	45	7,000	....	....	3,000	40	October, 1st Mon.
3	Greene Springs School	0	0	0	0	×	×	3,000	....	60	3,000	$0	$0	....	39	October 1.
4	La Fayette Male and Female College	0	0	×	×	....	....	0	0	30	3,000	0	0	....	40	January 1.
5	Germania Institute	....	....	....	....	....	....	....	....	50	3,500	....	....	2,500	40	Sept., 1st Mon.
6	Talladega College	....	....	....	....	0	×	500	....	11¼	50,000	....	....	1,000	36	October, 1st Tues.
7	Park High School	0	0	0	0	0	0	600	100	40	5,000	....	....	....	38	September 10.
8	Evening Shade College*	....	....	....	....	....	....	....	....	....	6,000	....	....	....	....	
9	Greenwood Male and Female Institute.	0	0	×	×	0	0	0	0	15–30	1,500	0	0	1,200	40	January, 2d Mon.
10	Searcy District High School	....	×	....	×	0	0	....	....	30–50	5,000	....	....	....	40	September 1.
11	St. Mary of the Pacific	....	×	×	×	....	×	300	....	40–60	40,000	....	....	10,000	40	July 20.
12	Mills Seminary for Young Ladies	×	×	×	×	0	×	2,500	100	*b*350	200,000	....	....	....	40	August 1.
13	Gilroy Seminary	0	....	....	×	0	×	345	20	30, 40, 60	7,000	0	....	2,000	40	August or July.
14	Immaculate Heart of Mary	0	0	×	×	0	0	0	0	30	5,000	....	....	....	45	August 16.
15	Academy of Notre Dame	×	×	×	×	0	0	534	26	20–40	20,000	0	0	....	44	Sept., 1st Mon.
16	Napa Collegiate Institute	×	×	×	×	×	×	600	50	270	40,000	....	....	13,000	40	August, 1st Thurs.
17	Napa Ladies' Seminary*	×	×	×	×	0	0	300	....	30–60	25,000	....	....	*c*18,000	42	August, 1st Tues.
18	Convent of Our Lady of the Sacred Heart.	×	×	×	×	0	×	950	50	250	80,000	....	....	....	44	August 1.
19	Golden Gate Academy	0	×	×	×	0	0	150	....	70	60,000	....	....	3,000	40	August 1.
20	Placerville Academy	0	×	×	×	×	0	200	15	50	20,000	0	0	6,000	40	August, 3d Mon.
21	Goethe's German School	×	....	×	×	....	....	....	....	24	....	....	....	....	....	
22	Sacramento Home School*	....	×	×	....	0	0	40	0	40	2,000	0	0	1,000	40	May.
23	Sacramento Institute	×	×	×	×	0	0	....	....	20–100	*c*25,000	....	....	....	40	August 1.
24	Sacramento Select School	×	....	×	....	*d*0	*d*0	....	....	24–60	....	....	....	0	48	June 1.

* From Report of the Commissioner of Education for 1876.

a Receives aid from the public fund.

b Board and tuition.

c Grounds and buildings.

d Have astronomical and geographical.

TABLE VI.—*Statistics of institutions for secondary instruction for 1877, &c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
25	Sacramento Young Ladies' Seminary	....	×	×	0	0	0	0	0	$24–50	....	$0	$0	$1,500	48	January 1.
26	St. Joseph's Female Academy	×	....	×	×	0	0	0	....	*a*10–30	$18,000	0	....	778	42	January 7.
27	Point Loma Seminary	0	×	×	0	0	×	....	....	35–50	5,000	0	0	700	40	September.
28	College of Notre Dame, Mission Dolores.	×	×	×	×	×	×	600	....	*b*265	....	....	....	....	44	July 15.
29	Home Institute*	×	×	×	×	....	....	550	25	160–200	20,000	....	....	3,500	40	August, 1st Mon.
30	Madame Zeitska's Institute*	....	×	×	×	×	×	500	....	75–400	25,000	....	....	....	44	
31	Sacred Heart College	×	×	×	×	×	0	2,000	500	*c*50	100,000	....	....	10,000	42	Mon. after July 4.
32	University (City) College	....	×	....	×	....	....	....	....	40–120	25,000	....	....	....	40	Mon. after July 4.
33	Urban Academy	×	×	×	....	0	0	0	0	100–175	40,000	0	0	8,000	44	Mon. after July 4.
34	Laurel Hall	....	×	×	×	....	(*d*)	200	25	600	35,000	....	....	12,000	40	August 3.
35	School of the Holy Cross	....	×	×	×	0	0	230	....	150	10,000	....	....	2,654	43	August, 1st Mon.
36	St. Mary's Academy of the Sisters of Loretto.	×	×	×	×	....	×	840	56	....	80,000	....	....	....	40	Sept., 1st Mon.
37	Wolfe Hall	....	×	×	×	×	×	500	200	60	40,000	0	0	10,000	40	September 5.
38	Bethany Academy	×	×	×	×	0	×	1,400	0	200–250	15,000	0	0	*b*6,000	39	September 15.
39	Home School for Girls	×	×	....	×	....	....	....	....	375	....	....	....	....	40	September.
40	Commercial and Military Institute	0	0	0	0	0	0	0	0	60	....	....	....	....	40	September 3.
41	Golden Hill Institute and Family Boarding School.	0	×	×	×	0	×	1,540	36	50–60	25,000	0	0	1,220	40	Sept., 1st week.
42	Golden Hill Seminary*	....	×	×	×	×	×	1,000	200	100	30,000	....	....	....	40	September 20.
43	Hillside Seminary	....	×	×	×	×	×	300	....	40–100	22,000	....	....	6,000	38	September 12.
44	Everest Rectory School	×	×	×	×	×	×	1,100	40	250, 350	105,000	0	0	....	40	September 4.
45	Bacon Academy*	0	0	×	....	0	×	300	....	....	5,000	23,000	1,600	30	40	September 1.
46	Durham Academy	....	....	×	×	0	×	1,200	100	*c*32	3,000	0	0	800	40	September 1.
47	St. Margaret of Cortona	....	×	×	×	....	....	200	....	175	2,000	....	....	....	43	Sept., 1st Mon.
48	Hill's Academy*	....	×	....	....	×	×	0	0	25	....	....	125	300	40	September 20.
49	Glastonbury Academy	0	0	×	×	*e*0	×	20	15	40	6,000	0	0	1,350	40	September 1.
50	Goshen Academy	0	0	0	0	0	0	0	0	40	5,000	1,000	60	400	36	September 4.

51	Greenwich Academy	......	×	×	×	×	×	......	......	35–50	8,000	......	......	......	40	September 1-15.
52	Greenwich Institute	......	......	......	×	0	0	......	......	250	......	......	......	......	36	October, 1st Tues.
53	Young Ladies' School	......	......	......	......	......	......	......	......	......	......	......	......	......	......	
54	Brainard Academy*	×	×	×	×	×	×	......	......	50	25,000	......	200	......	40	September.
55	Miss Haines' School for Young Ladies.	......	×	×	×	......	......	200	......	500	......	......	......	......	40	September.
56	Woodburn	×	×	×	0	0	×	500	......	360	......	......	......	......	40	
57	Kent Seminary	......	......	......	×	0	0	......	......	40	5,000	......	......	......	39	September 9.
58	Rocky Dell Institute	......	......	......	......	×	×	......	......	30–45	5,000	......	......	......	40	September 16.
59	Young Ladies' Seminary	......	×	......	×	*f* 0	*f* 0	1,200	......	60–40	15,000	......	......	1,500	40	September 10.
60	Mystic Valley English and Classical Institute.	×	×	×	×	×	×	400	......	50	8,500	0	0	2,000	40	September 1.
61	New Britain Seminary	×	×	×	×	×	×	150	......	40–75	......	......	......	......	40	Sept., 1st Tues.
62	Homesworth Family School for Young Ladies.	......	×	×	×	......	......	500	......	60	......	......	......	......	39	September 19.
63	Miss Nott's School	......	×	×	×	......	......	......	......	70–106	......	......	......	......	39	September 20.
64	The Elderage School	......	×	×	×	0	0	200	......	50, 60, 70	20,000	......	......	3,500	36	September 15.
65	West End Institute, Young Ladies' Boarding and Day School.	×	×	×	×	......	......	×	......	......	20,000	......	......	......	40	Sept., 3d Wed.
66	Bulkeley School	0	0	0	0	......	......	......	......	0	......	......	......	0	40	September.
67	Waramang Academy	0	0	×	......	......	......	......	......	24	1,500	......	......	400	33	Sept., 1st Mon.
68	Fitch's Home School for Young Ladies and Boys.	×	×	×	×	0	0	2,735	50	150	40,000	14,000	840	7,500	40	September 6.
69	Hillside Family School for Boys	......	......	×	......	......	......	......	......	78–100	20,000	......	......	......	39	
70	The Selleck School*	×	×	×	×	0	......	......	......	*b*350	50,000	......	......	*b*35,000	40	May and Nov.
71	Boarding and Day School for Young Ladies.	×	×	×	×	......	......	1,000	30	......	20,000	......	......	......	40	September 18.
72	French and English Boarding School	0	×	×	×	0	0	450	......	60–150	......	0	0	*b*4,000	39	September 20.
73	Saybrook Seminary*	×	×	×	×	......	......	......	......	*b*350	......	......	......	2,697	40	September 10.
74	Seabury Institute	×	......	×	×	0	0	150	12	20–80	25,000	......	......	2,000	40	Sept., 2d Tues.
75	Betts Military Academy	×	......	......	×	......	......	400	......	390	50,000	......	......	......	38	September 10.
76	Gothic Hall	......	×	×	×	0	×	......	......	......	......	......	......	......	35	September 25.
77	Select Boarding and Day School	......	......	......	......	......	......	500	......	56	15,000	......	......	......	44	Sept., 1st Mon.
78	The Maples; Family School for Young Ladies.*	0	0	......	×	0	0	500	......	100	25,000	......	......	640	43	September 22.
79	English and Classical School	×	×	0	×	0	0	0	0	40	10,000	0	0	800	40	September 12.
80	Family School for Boys	×	......	×	×	0	0	100	0	250	8,000	......	......	......	40	Sept., 3d Wed.
81	Stratford Institute	......	×	×	×	......	......	350	......	48–60	......	......	......	1,000	40	September 20.
82	Alworth Hall*	......	......	×	......	......	......	......	......	*b*300	17,000	......	......	......	40	Sept., 2d Wed.
83	The Gunnery	0	0	0	×	0	0	......	......	*b*400	......	......	......	......	40	May, 2d Wed.
84	St. Margaret's Diocesan School for Girls.	......	×	×	×	×	0	2,000	......	......	80,000	10,000	700	20,000	40	September.
85	Oak Hill Ladies' Seminary	×	×	×	×	×	×	......	......	......	......	......	......	......	39	September.
86	Green's Farms Academy	×	×	......	×	......	......	......	......	41	4,000	......	......	......	40	September 5.
87	Wilton Academy	......	......	......	......	......	......	......	......	40–50	......	......	......	......	40	September 15.
88	Wilton Boarding Academy	......	......	......	......	......	......	......	......	200–275	10,000	......	......	......	48	May 1.
89	Winchester Institute*	0	0	×	×	0	0	......	......	30	10,000	......	......	200	40	September 1.
90	Parker Academy	......	......	×	......	0	×	......	......	40–48	6,000	......	......	1,000	40	September.

* From Report of the Commissioner of Education for 1876.

a Partly free.

b Board and tuition.

c Average charge.

d Cabinet of choice minerals.

e Apparatus, but no laboratory.

f Have access to the apparatus and laboratory of Wesleyan University.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1877, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
91	Family School for Young Girls*	......	×	×	×	......	......	......	......	a$350	......	......	......	......	40	September.
92	Select Family School for Boys	......	×	×	×	0	0	×	......	a350	$25,000	......	......	......	40	Sept., 3d Wed.
93	Wilmington Conference Academy	......	×	×	×	0	0	0	0	45	50,000	$0	$0	$2,250	40	Sept., 1st Mon.
94	Felton Seminary	×	×	×	×	0	0	300	200	18–86	10,000	0	0	1,800	39	Sept., 1st Mon.
95	Georgetown Academy*	0	0	×	0	0	0	0	......	30	......	......	......	400	40	September 4.
96	Laurel Classical and Commercial Academy.*	0	0	0	0	0	0	0	......	b25	2,500	......	......	756	43	September 1.
97	Milford High School	×	......	×	×	......	......	200	......	40	......	......	......	......	40	Sept., 2d Mon.
98	Milton Academy	0	×	×	×	0	0	0	0	30	2,500	0	10	......	28	April 1.
99	Newark Academy	......	......	×	×	0	0	200	......	30–45	15,000	7,000	400	......	40	Sept., 1st Tues.
100	Smyrna Seminary*	0	×	......	......	......	......	......	......	......	......	......	......	......	40	September.
101	Miss Robertson's Select School for Girls.	×	......	×	×	......	......	900	......	......	......	......	......	......	40	Sept., 2d Wed.
102	Rugby Academy	......	×	0	0	×	×	600	100	b65	......	......	......	5,875	39	Sept., 1st Mon.
103	Wyoming Institute of Delaware	0	×	×	×	0	×	200	20	b33	7,000	0	0	1,600	40	September 4.
104	East Florida Seminary c	......	......	......	......	×	×	250	50	0	......	......	......	0	39	Sept., 3d Mon.
105	Cookman Institute d	0	×	×	×	0	×	300	200	0	4,000	150	150	0	28	October 15.
106	Riverside Institute	......	×	×	×	0	0	......	......	40, 60	......	0	0	......	40	October, 1st Mon.
107	St. Joseph's Academy	×	×	×	×	......	......	......	......	......	......	......	......	......	......	
108	Convent of Mary Immaculate	×	×	×	×	......	......	600	......	a200–300	25,000	......	......	......	42	Sept., 1st Mon.
109	Masonic Academy	0	0	0	0	0	×	e1,257	f55	40	8,000	0	0	2,720	36	October 1.
110	Christ Church School	......	......	......	......	......	......	......	......	31½–54	g3,000	......	......	1,000	36	October 1.
111	Annianna Classical School*	0	0	......	×	......	......	500	......	a202	8,000	......	......	3,500	40	Jan., 3d Mon.
112	Mulberry Grove Academy*	......	......	......	......	......	......	......	......	24	200	......	......	525	40	February 1.
113	Clark University	0	0	×	×	0	0	600	......	h9	10,000	......	......	400	36	September 19.
114	Bairdstown Academy	0	0	×	×	0	0	0	......	20	300	0	......	400	40	January 31.
115	Gordon Institute	×	×	×	×	×	×	2,000	1,000	40	12,000	0	0	6,000	40	September 1.
116	The Southern Academy	......	×	......	......	0	0	49	......	i30	3,000	......	......	......	40	Jan., 1st Mon.
117	Grooverville Academy	×	......	×	×	0	0	0	0	24–40	1,500	0	0	......	40	January.

118	Buena Vista High School	×	......	......	×	0	0	0	0	i20, 30, 40	800	......	......	1,500	40	Jan., 1st Mon.
119	Lodge Academy	......	0	......	0	0	0	0	0	i40	300	0	0	429	40	Feb., 1st Mon.
120	Butler Female College and Male Institute.	×	×	×	×	0	0	50	......	i30	6,000	0	0	3,000	40	Aug., 4th Mon.
121	Paris Hill Academy	......	0	0	×	0	0	0	......	i20, 28, 36	250	0	0	500	40	January 14.
122	Carroll Masonic Institute	0	......	×	×	0	......	......	......	......	2,000	......	......	1,000	40	Jan., 2d Tues.
123	Cartersville High School	......	......	......	......	0	0	......	......	30, 40	1,600	......	......	900	40	January.
124	Erwin Street School	......	......	×	×	0	0	......	......	i20, 40	......	......	......	1,200	40	January.
125	The Methodist Episcopal School	0	0	0	0	0	0	0	0	i6	1,000	......	......	175	42	January.
126	Wofford Academy	......	......	×	×	0	0	0	0	i15, 22, 30	1,200	......	......	800	40	January 21.
127	Cave Spring Female Seminary	×	×	×	×	0	0	100	5	40	16,000	8,000	500	700	40	September 1.
128	Hearn Manual Labor School	×	×	0	0	0	0	0	......	b30	5,000	6,000	600	700	40	September 1.
129	Plenitude Academy	0	0	0	0	0	0	......	......	i32½	500	......	......	......	36	Feb., 1st Mon.
130	Cochran High School*	......	......	......	×	0	0	......	......	......	800	......	......	910	40	January 15.
131	Slade's School for Boys	0	0	0	0	×	×	0	0	60	4,000	0	0	......	40	October 1.
132	Conyers Female College	0	0	×	×	0	0	0	......	i16–40	3,000	0	0	1,200	40	Jan., 3d Mon.
133	Conyers High School*	0	0	0	0	0	0	......	......	16–40	1,500	......	......	1,200	50	Jan., 2d Mon.
134	Corinth School	......	......	......	......	......	......	......	......	......	......	......	......	......	......	
135	St. Cloud High School	......	......	......	......	......	......	......	......	20	500	......	......	400	36	January 15.
136	Crawford Academy	0	0	0	×	0	0	0	0	i20, 30, 40	1,000	0	0	1,100	40	January 15.
137	Cuthbert Male High School*	0	0	0	0	0	0	0	......	30–50	12,500	0	0	1,563	40	Jan., 1st Mon.
138	Grange Institute	0	0	×	×	0	0	0	0	3½	10,000	0	0	1,500	40	Oct., 1st Mon.
139	Crawford High School*	0	0	0	0	0	0	0	......	b30	10,000	0	0	1,500	40	September.
140	Danburg High School	×	×	×	×	0	0	0	0	25, 30, 35	700	......	......	960	40	Jan., 2d Mon.
141	Cedar Grove Academy j	......	......	......	......	......	......	......	......	i15–30	12,000	......	......	800	40	Jan., 3d Mon.
142	Dirt Town Academy*	......	......	×	×	0	0	......	......	b25	1,000	......	......	1,500	40	January 8.
143	Farmersville Academy	......	......	×	×	......	......	......	......	i10, 16, 24	500	......	......	......	32	January.
144	Andrew Male High School*	0	0	0	0	0	0	0	0	25–50	3,000	0	0	900	40	Jan., 3d Mon.
145	Elberton Collegiate Institute	0	0	×	×	0	0	0	0	17½, 27½, 40	......	0	0	......	40	January 21.
146	Moss Hill Academy	......	......	......	......	0	0	......	......	i20–30	......	......	......	......	......	January.
147	Euharlee Academy	0	0	×	×	0	0	0	0	i10–30	1,000	0	0	500	40	Jan., 1st Mon.
148	The Fairburn Academy	×	×	×	×	0	0	0	0	2½	1,500	......	......	1,000	20	January 14.
149	Tranquil Institute	0	0	0	0	0	0	0	0	i30	......	0	0	500	40	Jan., 1st Mon.
150	Fort Valley Female Seminary*	0	0	......	×	0	0	0	0	......	g2,000	0	0	450	40	Sept., 2d Mon.
151	Fort Valley Male Academy	0	0	0	0	0	0	0	0	i30	2,000	0	0	0	40	Jan., 2d week.
152	Franklin Institute	0	0	0	0	0	0	0	0	i15, 25, 35	1,200	......	......	500	40	January 7.
153	Oak Grove Academy	......	......	......	......	......	......	......	......	i12–16	500	......	......	......	32	Jan., 2d Mon.
154	Samuel Bailey Male Institute	0	0	×	0	0	0	500	......	20, 30, 40, 50	25,000	0	0	3,000	40	Jan., 3d Mon.
155	Hephzibah High School	......	......	×	×	0	×	200	......	b33	7,000	0	0	......	40	January.
156	Braswell Academy	......	0	......	0	0	0	0	0	(k)	......	0	0	300	......	
157	Bradwell Institute	×	0	×	×	×	0	257	60	30	2,500	......	......	875	40	July, 1st Thurs.
158	Hogansville School*	......	......	......	×	0	0	0	......	20–50	5,000	0	0	1,100	40	January.
159	Planters' High School	......	......	......	×	0	0	0	0	24	800	0	0	900	32	June, 4th Mon.
160	Farmers' High School	0	0	×	×	0	0	0	0	i22½	600	0	0	1,200	36	Feb., 1st Mon.
161	Jamestown Academy	0	0	0	0	0	0	0	0	i28	1,000	0	0	500	40	February 4.
162	Martin Institute	......	×	×	×	......	......	160	6	i20–40	2,300	16,000	700	1,800	40	August, 3d Wed.

* From Report of the Commissioner of Education for 1876.

a Board and tuition.

b Average charge.

c Supported out of proceeds of lands given to the State by the General Government.

d Under the Freedmen's Aid Society.

e Also 125 maps.

f Seventy-five maps.

g Grounds and buildings.

h Supported by Freedmen's Aid Society of Methodist Episcopal Church.

i Partly supported by public tax.

j School closed at present.

k The Braswell fund pays the tuition of orphans, and the public school fund pays 6 cents a day.

TABLE VI.—*Statistics of institutions for secondary instruction for 1877, &c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
163	Auburn Institute	....	....	×	×	....	....	....	....	*a*$40	$1,800	....	....	$2,100	40	January 14.
164	Kingston Academy*	....	....	....	×	....	....	....	....	30	500	....	....	1,000	40	January 15.
165	Mayson School	0	0	0	0	0	0	0	0	*a*15	200	....	....	*b*550	42	January 9.
166	La Grange Methodist Episcopal Seminary.	0	0	0	0	0	0	0	0	*c*5–6	5,000	$0	$0	....	40	February.
167	La Grange Military Institute	0	0	0	0	0	0	....	....	35	4,000	....	....	....	40	January 12.
168	Hillyer Institute	0	0	×	0	0	0	0	....	30	500	0	0	0	40	Jan., 1st Mon.
169	Meson Academy	0	0	0	0	×	×	200	....	*a*20, 50	1,500	2,000	160	1,500	40	January 15.
170	Liberty Hill High School	×	×	0	0	0	0	0	0	15–50	*d*450	....	....	....	40	January 7.
171	Adams' Practical School	×	×	×	×	×	×	100	0	*e*30	9,000	0	0	800	40	Jan., 1st Mon.
172	Long Cane Academy*	×	....	....	....	0	0	....	....	....	500	....	....	600	40	Jan., 3d Mon.
173	Hunter's Select School	×	....	0	0	×	0	....	....	60	....	....	....	1,800	44	September 15.
174	Mount de Sales Academy	....	×	×	×	0	....	394	252	18–45	30,000	....	....	....	42	September 15.
175	Madison Male High School	0	0	0	0	0	0	0	0	45	....	....	....	3,000	40	Jan., 2d Mon.
176	Forest Home Institute	×	0	×	×	0	....	50	10	*a*30	10,000	....	....	1,200	40	September 1.
177	Temperance Hill High School*	0	0	×	0	0	0	0	0	25	200	....	....	300	30	February 15.
178	Marietta Male Academy	....	....	....	....	....	....	....	....	20–50	500	....	....	1,000	40	Sept., 1st Mon.
179	Marshallville High School	....	×	×	×	0	0	0	0	*a*30	5,000	0	0	1,500	40	January 7.
180	Milner High School	0	0	×	×	0	0	0	0	*a*12, 20, 24	*d*1,000	....	....	600	33	January 16.
181	Montezuma High School	....	....	×	×	0	0	0	....	25, 35	500	....	....	500	40	Sept., 1st Mon.
182	Mountville Academy	0	0	0	0	0	0	0	0	20–30	500	0	0	400	40	Jan., 3d Mon.
183	Nacoochee High School	....	....	×	×	....	....	....	....	25	3,500	....	....	2,000	40	Sept., 1st Mon.
184	Zion School	0	0	0	0	0	0	0	....	20	300	....	....	....	40	January.
185	Anthon's School	....	×	....	....	0	0	0	....	*a*52	....	0	0	700	40	January 7.
186	Perry Male School	....	....	....	....	....	....	....	....	*e*3	....	....	....	....	40	Jan., 1st Mon.
187	Pine Log Masonic Institute*	0	0	×	×	0	0	0	....	15–30	1,000	....	....	900	40	January 1.
188	Talbot Valley Select School	0	0	×	×	0	0	0	0	*e*30	1,500	0	0	1,500	40	January 15.
189	Powelton Male and Female School	0	0	0	0	0	0	0	0	*e*25	300	0	0	....	40	January, 2d Mon.
190	Rabun Gap High School	0	0	×	0	0	0	200	....	*a*10–30	2,000	0	0	*f*989	20	July 1.

191	Reynolds High School	0	0	......	×	0	0	......	......	*a*18–24	1,000	......	......	......	40	January 14.
192	Rome Male High School	......	......	......	......	......	......	......	......	40–50	2,500	......	......	......	40	Jan., 2d Mon.
193	Rome Military Institute	......	......	......	......	0	0	......	......	40	1,500	......	......	1,200	40	September 1.
194	Camden County Academy	......	......	......	......	0	0	0	......	*e*22	......	......	90	400	40	Jan., 1st Mon.
195	Sandersville High School	0	0	×	×	0	×	0	......	*a*16–40	6,000	0	0	4,000	40	Jan., 2d Mon.
196	Smithville Academy*	0	0	0	0	0	0	0	0	......	1,000	0	0	500	40	Jan., 2d Mon.
197	Spalding Seminary	×	×	×	×	0	0	0	0	*a*18–40	4,000	......	......	1,800	40	
198	C. P. Beman School*	0	0	0	0	0	×	......	......	30–50	......	0	0	1,000	44	January 15.
199	Spring Place High School*	......	......	......	......	......	......	......	......	30	1,000	......	......	......	40	
200	Stone Mountain Institute	......	......	......	×	0	0	0	......	(*a*)	1,000	......	......	......	40	September.
201	Summerville Institute	0	0	0	0	0	0	0	0	20	200	0	0	500	40	January 1.
202	Sylvania Academy*	......	......	......	×	......	......	......	......	20–30	800	0	0	700	40	January 17.
203	Tazewell Academy	0	0	0	0	0	0	0	0	*e*25	500	......	......	500	32	January 14.
204	Fletcher Institute	0	0	0	0	0	0	0	......	*e*42½	3,000	0	0	2,500	10	Sept., 1st Wed.
205	Thomson High School	0	......	0	×	0	0	0	0	*e*26	800	0	0	1,000	40	January 14.
206	Union Point High School	0	0	×	×	0	0	0	0	*a*20, 30, 40	......	......	......	800	40	September 1.
207	Walthourville Academy	......	......	......	......	......	......	......	......	*a*20–36	......	......	......	275	40	January, 1st Mon.
208	Warrenton Academy*	......	×	......	×	0	......	0	......	20–40	1,000	......	......	......	42	January 15.
209	Washington Female Seminary	0	0	×	×	0	0	0	......	25–55	5,000	......	......	1,200	40	Sept., 1st Mon.
210	Washington Male Academy	0	0	0	0	0	0	0	0	*a*35	3,000	0	0	1,200	40	Sept., 1st Mon.
211	Bethel Academy	......	......	......	......	0	0	0	......	......	......	......	......	700	32	February 1.
212	Dawson Institute	0	0	×	×	0	0	0	......	*a*3⅕	1,500	0	......	1,200	40	February 3.
213	Sumach Academy	0	0	×	×	0	0	0	0	*a*7½	5,000	0	0	700	40	July 8.
214	Philomath Institute	......	......	......	......	......	......	......	......	20–40	......	......	......	......	40	January, 2d Mon.
215	Zebulon High School	0	0	0	0	0	0	0	0	250	......	......	......	......	20	February 15.
216	German Evangelical Lutheran School	......	......	×	......	......	......	......	......	6	4,000	......	......	1,053	44	September 1.
217	Aledo Academy	×	0	×	×	×	×	100	......	35	4,000	0	......	1,369	40	September 1.
218	Jennings Seminary	......	×	×	×	×	×	200	......	21	50,000	......	......	......	39	August 29.
219	Institute of the Immaculate Conception.	×	×	×	×	......	......	500	......	150	......	......	......	......	40	September.
220	Bunker Hill Academy	......	......	×	×	×	×	50	......	40	25,000	......	......	1,575	40	September 10.
221	Chicago Ladies' Seminary	×	×	×	×	......	......	......	......	80–100	......	......	......	......	40	September 10.
222	Dearborn Seminary	......	......	×	×	......	......	......	......	60–112	......	......	......	......	40	September.
223	German Institute	......	×	×	×	......	......	......	......	......	......	......	......	......	......	
224	The Misses Grant's Seminary	......	×	×	×	0	0	100	0	......	......	0	0	*g*12,000	40	September 13.
225	Park Institute	×	×	×	×	×	×	......	......	50–400	......	......	......	......	40	September 12.
226	Rogers' Collegiate Institute*	×	×	×	×	×	×	......	......	......	......	......	......	......	40	Sept., 1st Mon.
227	St. Francis Xavier's Academy	×	×	×	×	......	×	......	......	300	200,000	......	......	28,000	40	Sept., 1st Mon.
228	Howe Literary Institute	......	×	×	×	0	0	0	0	18–36	25,000	......	......	......	36	September 10.
229	College of Individual Instruction	......	......	......	......	......	......	......	......	......	......	......	......	......	......	
230	Northern Illinois College	×	×	×	×	×	×	1,500	500	55–60	110,000	20,000	1,800	......	38	Sept., 1st Tues.
231	Monticello Ladies' Seminary	×	×	×	×	×	×	3,000	......	40	175,000	......	......	......	38	September 12.
232	The Young Ladies' Athenæum and Illinois Conservatory of Music.	×	×	×	×	×	×	500	......	40	15,000	......	......	14,000	38	Sept., 2d Wed.
233	McDonough Normal and Scientific College. *h*	......	......	......	......	......	......	......	......	......	......	......	......	......	......	
234	Morgan Park Military Academy	......	×	×	×	0	0	500	400	*g*400	35,000	0	0	*g*3,450	40	September 6.
235	Rock River Seminary	×	×	×	×	0	×	200	......	45	50,000	......	......	......	39	August 26.

* From Report of the Commissioner of Education for 1876.
a Partly supported by public tax.
b $150 from public tax.
c Seminary belongs to the Freedmen's Aid Society.
d Grounds and buildings.
e Average charge.
f $245.97 donated to poor orphans.
g Board and tuition.
h School not in session this year.

TABLE VI.—*Statistics of institutions for secondary instruction for 1877, &c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
236	Grand Prairie Seminary and Onarga Commercial College.	0	......	×	×	×	×	1, 800	......	$24	$40, 000	$15, 000	$1, 000	$3, 000	40	Aug., last Tues.
237	Edgar Collegiate Institute	×	×	0	×	0	0	400	50	30	5, 000	....	....	2, 000	36	September 10.
238	Chaddock College	......	×	×	×	×	×	500	......	30–45	200, 000	....	....	....	39	September 6.
239	Todd Seminary for Boys	×	×	×	×	×	×	500	25	*a*300	20, 000	....	....	5, 000	40	September 2.
240	Battle Ground Collegiate Institute*	......	......	......	......	......	×	2, 000	......	24	75, 000	....	....	2, 500	37	September 3.
241	Friends' Bloomingdale Academy	0	......	0	......	×	×	500	0	18, 24, 30	5, 500	6, 500	650	977	37	September 27.
242	Bourbon College*	......	......	......	......	......	......	40	......	30	5, 000	0	0	2, 200	43	September 4.
243	Barnett Academy	0	0	0	×	0	×	16	......	*b*26	3, 500	0	0	600	40	Sept., 1st Mon.
244	St. Augustine's School	......	......	×	×	......	......	......	......	5, 20	10, 000	....	....	2, 370	44	September 1.
245	St. Mary's Academy	0	0	0	0	0	0	400	......	13	10, 000	....	....	....	44	Sept., 1st Mon.
246	Select School	......	......	×	......	......	......	......	......	20–30	....	....	....	....	40	September.
247	St. Mary's Academy*	×	×	×	×	......	......	......	......	*a*220	....	....	....	....	40	Sept., 1st Mon.
248	Northeastern Indiana Literary Institute.*	0	×	0	0	0	×	260	12	10½–24	6, 000	0	0	600	36	August 22.
249	Blue River Academy	......	......	×	......	×	0	75	......	(*c*)	2, 000	....	....	(*c*)	32	
250	Academy of the Assumption*	......	×	×	×	......	......	......	......	*a*150	30, 000	....	....	2, 000	43	September 1.
251	Spiceland Academy	......	×	×	......	×	×	2, 000	25	*b*26	12, 000	3, 000	200	3, 800	40	Sept., 1st Mon.
252	Stockwell Institute	......	......	......	......	×	0	50	0	24	12, 000	0	....	....	36	Sept., 1st Mon.
253	St. Paul's Academy*	×	×	×	×	......	......	......	......	*a*135	....	....	....	....	42	Sept., 1st Mon.
254	Academic department of Vincennes University.	0	×	×	0	×	×	......	......	9	7, 000	42, 000	4, 200	300	40	Sept., 1st Mon.
255	St. Rose's Boarding and Day School.	×	×	×	×	......	......	350	......	*a*135	....	....	....	....	......	September 1.
256	Waveland Collegiate Institute	0	×	0	×	0	×	500	0	25	16, 000	....	....	900	40	September 12.
257	Ackworth Institute	......	×	0	0	......	......	200	......	25	8, 000	....	....	1, 200	36	Sept., 2d Mon.
258	Albion Seminary	......	×	×	×	0	0	300	......	16½–21	15, 000	10, 000	500	1, 500	36	September 6.
259	Jones County Academy	......	......	×	×	......	......	......	......	18	....	....	....	....	36	Sept., 1st Mon.
260	Birmingham Academy and Boarding School.	......	......	×	×	0	0	40	10	20–25	6, 000	0	0	1, 000	44	Aug., 1st Mon.

261	Blairstown Academy*	×	×	×	×	×	0	0	0	20	8,000	0	0	......	36	Sept., 1st Mon.
262	Bradford Academy	0	0	0	0	×	0	306	6	6, 7, 9	3,000	0	0	900	36	Sept., 1st Mon.
263	First German Evangelical School	0	×	×	0	......	......	250	......	9	......	......	......	720	50	May.
264	Graff's School	......	×	......	......	0	......	......	......	20–28	......	......	......	......	40	September 1.
265	Coe Collegiate Institute	......	......	×	×	......	......	......	100	33	20,000	......	......	......	37	September 5.
266	St. Joseph's Academy of the Sacred Heart.	×	×	×	×	0	0	200	......	30–80	12,000	......	......	......	44	September 1.
267	Evangelical Lutheran Parish School*	......	......	......	......	......	......	......	......	......	1,000	......	......	......	52	
268	Friends' Select School*	0	0	0	0	0	0	0	......	......	600	......	......	......	......	
269	St. Francis Male and Female Academy.	......	×	×	×	0	×	500	75	10–25	12,000	0	0	2,000	40	Sept., 1st Mon.
270	Decorah Institute*	×	×	×	......	×	×	......	......	25	......	......	......	2,240	40	Sept., 1st Mon.
271	Denmark Academy	×	......	×	×	......	......	500	......	24–30	25,000	......	......	......	40	September 4.
272	St. Joseph's Academy	......	×	×	×	×	×	350	50	160	......	......	......	......	42	Sept., 1st Mon.
273	Young Ladies' School	......	......	×	×	×	×	......	......	60	......	......	......	1,000	40	Sept., 1st Mon.
274	Eldora Academy	......	......	......	......	0	0	100	......	18–24	3,000	......	......	500	36	Sept., 1st Mon.
275	Epworth Seminary	0	0	×	×	0	0	0	0	22½	5,000	......	......	......	39	September 1.
276	Grinnell Academy *d*	......	......	×	×	×	×	......	......	18	......	......	......	......	38	Sept., 1st Wed.
277	Lenox Collegiate Institute	0	0	×	×	0	×	*e*1,225	500	27	14,000	17,000	1,200	3,355	37	Sept., 1st Wed.
278	Iowa City Academy*	0	0	0	0	0	0	0	0	30	......	0	0	......	37	September 13.
279	St. Agatha's Seminary	......	......	×	×	×	×	550	25	12–28	......	......	......	......	40	Sept., 1st Mon.
280	Irving Institute	0	0	×	×	0	0	200	......	20–32	3,000	0	......	......	40	Sept., 1st Mon.
281	Jefferson Academy	×	×	......	×	0	×	......	......	12–36	6,000	......	......	......	36	Sept., 1st Mon.
282	Kossuth Academy*	0	×	×	0	0	0	65	12	18, 25	6,000	......	......	600	39	Sept., 1st Mon.
283	Friends' Academy	0	0	0	0	0	×	80	80	19	8,000	......	400	945	38	September 1.
284	Le Grand Christian Institute	......	×	×	×	×	×	200	0	16–24	20,000	10,000	400	300	40	September 10.
285	Riverside Institute	......	×	×	×	×	×	2,000	......	15–30	6,000	......	......	2,000	40	Sept., 2d Mon.
286	Mitchell Seminary	......	×	......	×	×	×	......	100	20–33	25,000	0	0	......	40	September 3.
287	New London Academy	0	0	0	0	0	0	......	......	20	*f*3,000	0	0	......	40	September.
288	Hazel Dell Academy	......	......	......	......	......	......	......	......	20	5,000	......	......	......	38	Sept., 1st week.
289	Cedar Valley Seminary	......	×	×	×	×	×	160	60	18–24	25,000	10,000	600	1,567	39	September 25.
290	Ottumwa Seminary for Young Ladies	×	×	×	×	0	0	......	......	16–24	8,000	......	......	825	40	Sept., 1st Mon.
291	Troy Academy	×	×	0	0	0	0	......	......	24–30	......	......	......	......	40	April.
292	Eclectic Institute*	0	0	0	0	0	0	0	......	20	......	......	......	600	40	September.
293	Tilford Academy*	×	×	0	×	......	......	500	......	30	25,000	......	......	3,500	36	September 1.
294	Washington Academy	......	......	......	......	0	0	......	......	26–32	16,000	......	......	2,700	40	September 1.
295	Wilton Collegiate Institute	0	0	×	×	0	0	100	0	5½–7½	25,000	2,200	220	700	40	September.
296	Geneva Academy	0	×	0	0	0	×	100	0	10–12	1,500	0	0	0	40	October 1.
297	Hartford Collegiate Institute*	0	×	×	×	0	0	40	2	15	5,000	0	0	......	36	September 21.
298	St. Mary's Female Academy*	×	×	×	×	0	......	600	......	*a*200	78,000	......	......	5,600	38	Sept., 1st Mon.
299	St. Ann's Academy	......	×	×	×	×	×	......	......	75–115	6,000	0	0	......	40	Sept., 1st Mon.
300	Bellewood Seminary	......	......	×	×	0	0	......	......	*a*170	......	......	......	......	40	September.
301	Forest Academy*	×	×	×	×	×	×	500	......	50	25,000	0	0	5,000	40	Sept., 1st Mon.
302	Bracken County Academy*	......	......	......	×	......	......	1,500	......	30–50	10,000	......	......	3,000	40	Sept., 1st Mon.
303	Bardstown Female Academy	......	......	×	×	×	×	1,000	......	......	12,000	......	......	......	40	Sept., 2d Mon.
304	Bardstown Male and Female College	......	......	×	×	0	0	......	......	36	10,000	......	......	1,500	40	September 10.
305	Nazareth Literary and Benevolent Institution.	×	×	×	×	×	×	3,800	300	......	......	0	0	......	40	Sept., 1st Mon.

* From Report of the Commissioner of Education for 1876.

a Board and tuition.

b Average charge.

c Partly supported by public tax.

d This is a preparatory school to Iowa College, and has the use of the laboratory and library of the college.

e 650 volumes belong to literary societies.

f Grounds and buildings.

TABLE VI.—*Statistics of institutions for secondary instruction for 1877, &c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
306	Green River Female Seminary	0	0	×	×	0	0	0	0	$40	$0	$0	$0	$900	40	Sept., 1st Mon.
307	La Rue English and Classical Institute.	......	......	......	×	......	......	......	......	14½, 20½	2,700	......	......	......	40	Sept., 1st Mon.
308	Alexander College	0	......	×	×	0	0	1,000	6	30	14,000	10,000	600	1,800	40	September 4.
309	Carroll Seminary	......	......	×	×	×	×	0	0	43	12,000	......	......	3,000	40	Sept., 1st Mon.
310	Columbus College	......	......	×	×	0	×	400	400	30, 40	15,000	......	......	2,000	36	Sept., 1st Tues.
311	Danville Classical and Military Academy.	......	......	......	......	×	......	200	......	50–60	20,000	......	......	3,500	20	September 11.
312	Green River Academy and Science School.*	×	×	×	×	0	0	0	......	20	5,000	0	0	4,000	40	Sept., 1st Mon.
313	Eminence Male and Female Seminary.	×	×	×	×	0	0	0	0	30–50	......	0	0	2,000	40	Aug., last Mon.
314	Kalamont High School	......	0	×	×	×	×	500	......	50	10,000	0	0	1,800	40	September.
315	Greenwood Seminary	×	......	×	×	0	0	......	......	30, 40, 50	......	......	......	1,000	40	Sept., 1st Mon.
316	Kentucky Eclectic Institute	0	0	×	×	0	0	150	0	40, 75	12,000	0	0	4,000	39	Sept., 1st Mon.
317	St. Aloysius and St. Joseph's Academies.	......	×	×	×	0	0	1,400	......	10–20	*a*5,000	......	......	2,000	40	Sept., 1st Mon.
318	Preparatory and Select School of the Abbey of Gethsemani.	0	0	0	0	0	0	90	0	55	3,000	475	600	1,363	43	Sept., 1st Mon.
319	Ghent College	0	0	×	×	×	×	......	......	50	25,000	......	......	3,500	40	Sept., 1st Mon.
320	Owen College	0	0	×	×	×	0	......	......	30–50	7,000	......	......	2,500	40	Sept., 1st Mon.
321	Hodgenville Seminary	0	0	0	0	0	0	0	0	*b*20	300	0	0	1,200	42	September 1.
322	Franklin Institute	0	×	×	×	×	×	100	......	40	6,000	......	......	3,000	40	Sept., 1st Mon.
323	Lancaster Male Academy	......	......	......	......	0	0	0	......	24–40	2,500	0	0	......	40	Sept., 1st Mon.
324	Calvary Academy*	......	......	×	×	0	0	400	10	*c*160	......	......	......	......	40	Sept., 1st Mon.
325	Sayre Female Institute	......	×	×	×	×	×	......	......	60	100,000	......	*d*1,900	8,500	40	Sept., 2d Mon.
326	Threlkeld Select School	0	×	0	0	0	×	0	0	75	500	0	0	4,250	40	Sept., 1st Mon.
327	Loretto Academy	......	×	×	×	......	......	400	......	150	......	0	0	......	44	September 1.

328	Collegiate School for Young Ladies	......	×	×	×	×	×	......	......	60	60,000	0	......	3,600	40	Sept., 1st Mon.
329	German and English Academy	......	×	×	......	×	×	......	......	36–60	......	......	......	......	40	Sept., 1st Mon.
330	Marvin Female Academy	......	......	......	......	......	......	......	......	......	......	......	......	......	......	
331	High School	......	×	......	×	0	0	0	0	25	......	......	......	......	40	October 1.
332	Marion Academy	0	0	×	×	0	0	50	50	15–30	3,000	......	......	1,800	42	September.
333	Graves College*	0	0	......	×	×	0	0	......	20–50	4,000	0	0	1,600	40	Sept., 1st Mon.
334	Mayfield Seminary	×	×	×	×	×	0	......	......	20–50	4,000	......	......	......	40	Sept., 1st Mon.
335	Maysville Seminary	×	×	......	×	×	×	200	23	50	5,000	0	0	......	40	Sept., 1st Mon.
336	Minerva Male and Female College	......	......	......	×	0	0	0	0	*b*15–40	6,000	0	0	1,800	42	Aug., 1st Mon.
337	Morganfield Collegiate Institute	×	×	×	×	*e* ×	*e* ×	......	......	*f*56	*g*4,000	0	0	......	44	September 3.
338	Henry Male and Female College	0	......	×	×	×	×	250	......	*c*30–50	6,500	......	......	2,000	40	Aug., last Mon.
339	Bethel Academy	......	......	......	......	......	......	......	......	52½, 62½	6,000	4,500	350	2,977	40	Sept., 1st Mon.
340	Jessamine Female Institute	×	×	×	×	0	0	0	0	24–54	6,000	0	0	3,000	40	Sept., 1st Mon.
341	Browder Institute	0	0	×	×	0	0	0	0	30–40	4,000	0	0	1,100	36	Sept., 1st Mon.
342	Garth Female College	......	×	×	×	×	×	......	......	*f*50	20,000	......	......	3,000	40	Sept., 2d Mon.
343	Princeton College	0	0	×	×	0	×	......	......	40–50	25,000	......	......	......	40	Sept., 1st Mon.
344	Madison Female Institute	......	×	×	×	×	×	1,000	......	35, 45, 55	40,000	......	......	......	40	Sept., 2d Tues.
345	Male and Female Academy	0	0	0	0	0	0	0	0	20–40	3,000	......	......	1,200	42	Sept., 1st Mon.
346	Fairview Male and Female Seminary	0	0	×	×	0	0	0	......	10–20	3,000	......	......	1,000	36	Sept., 1st Mon.
347	Masonic Institute	0	0	0	×	0	0	0	......	30	6,000	0	......	900	40	Sept., 1st Mon.
348	Academy of St. Catherine of Sienna*	......	×	×	×	......	......	......	......	*c*160–200	......	......	......	......	40	Sept., 1st Mon.
349	Spencer Institute	×	×	×	×	0	×	7,800	300	*b*4	20,000	......	......	5,000	40	September 6.
350	Riverside Seminary	......	×	×	×	......	......	200	......	20	......	......	......	1,000	40	Sept., 1st Mon.
351	West Liberty Male and Female Seminary.	......	......	×	0	0	0	50	20	*b*17–22	350	0	0	275	20	Aug., 2d Mon.
352	Winchester Male and Female High School.	0	0	×	×	×	×	500	25	*f*50	12,000	......	......	5,000	40	Sept., 1st Mon.
353	Morehouse College	0	×	×	×	0	0	90	10	35	4,500	......	1,200	1,200	40	Sept., 1st Mon.
354	Millwood Female Institute	×	×	×	×	0	0	......	......	40	10,000	......	......	......	40	September 16.
355	Keachi Female College	......	......	×	×	×	×	300	......	50	20,000	......	......	......	40	September 10.
356	Convent of the Presentation	......	×	×	×	......	......	400	60	30–50	......	......	......	......	......	September 15.
357	St. Hyacinth's Academy	×	0	×	×	0	0	125	50	30–50	......	0	0	800	40	September 15.
358	St. Matthew's Academy*	×	×	×	×	......	×	250	50	30	2,500	1,000	100	600	42	September 15.
359	Hebrew Educational Institute*	0	0	0	×	0	0	0	0	*f*40	10,000	0	0	6,000	43	September 1.
360	Loquet-Leroy Institute	......	×	×	×	×	......	100	......	......	......	......	......	......	40	Sept., 1st Mon.
361	St. Aloysius Academy*	......	......	×	......	×	×	1,600	50	......	......	......	......	......	42	Oct., 1st Mon.
362	St. Joseph's School for Boys	......	......	......	......	......	......	......	......	10–40	15,000	......	......	......	46	Sept., 1st Mon.
363	Gould's Academy*	0	0	×	×	×	×	600	5	18–22	3,000	4,200	200	......	42	September.
364	East Maine Conference Seminary	......	......	×	×	×	×	1,500	......	21	......	20,000	......	......	40	Aug., 1st Wed.
365	China Academy*	0	0	......	×	0	×	75	......	12–19½	......	......	......	......	33	Sept., 1st Mon.
366	Corinna Union Academy	......	×	......	×	0	×	190	3	9, 8, 7	2,000	2,092	108	......	20	August 26.
367	Greely Institute	×	×	×	×	×	×	520	60	15	10,000	23,000	1,350	275	33	August 31.
368	Westbrook Seminary*	×	×	×	×	×	×	1,000	25	*f*20	105,000	20,000	......	2,250	32	August.
369	Exeter High School*	0	0	×	×	0	0	0	......	10	4,000	600	40	400	20	September 1.
370	Abbott Family School	......	×	......	×	×	×	2,000	50	*c*300	40,000	......	......	......	37	September 3.
371	Foxcroft Academy	0	×	0	×	×	×	218	......	*h*15	4,000	2,600	156	800	33	Aug., last Tues.
372	Freedom Academy	0	0	0	0	0	×	0	0	8–10	1,500	0	0	......	20	

* From Report of the Commissioner of Education for 1876.
a From return made by St. Joseph's Academy.
b Partly supported by public tax.
c Board and tuition.
d Rents.
e Belongs to the principal.
f Average.
g Grounds and buildings.
h Town pays tuition of Foxcroft pupils.

TABLE VI.—*Statistics of institutions for secondary instruction for 1877, &c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
373	Fryeburg Academy*	....	×	....	×	×	×	415	3	*a*$20	$10,000	$4,000	....	$900	42	September 6.
374	Hallowell Classical and Scientific Academy.	0	×	×	×	×	×	50	0	30	60,000	1,000	$60	2,400	39	September 4.
375	Hampden Academy	....	×	....	....	×	×	560	12	12–15	6,000	1,500	90	960	36	Sept., 1st Mon.
376	Hartland Academy	0	×	×	×	×	×	217	....	20	8,000	1,000	60	800	42	March 4.
377	Lee Normal Academy	....	×	....	....	×	×	....	....	9	5,000	4,000	240	325	22	Feb., last Tues.
378	Mattanawcook Academy*	....	....	....	....	....	....	....	....	....	1,500	....	150	....	....	
379	Litchfield Academy*	0	0	0	×	0	×	200	0	8–10	3,000	50	....	396	21	September.
380	Monmouth Academy	0	0	0	0	×	0	300	....	*b*5	....	....	....	....	....	
381	Lincoln Academy	0	0	×	0	0	×	....	....	16–24	3,000	10,300	600	1,200	40	Sept., 1st Mon.
382	Eaton Family and Day School	×	×	×	×	×	×	....	50	20–30	10,000	....	....	2,500	39	September 1.
383	Paris Hill Academy	0	0	×	×	0	0	0	0	*a*15	4,000	1,000	60	....	33	Sept., 1st week.
384	Patten Academy and Free High School.*	....	....	....	....	×	×	....	....	....	2,000	3,000	200	....	30	
385	Berwick Academy	0	0	0	×	0	0	500	0	15	8,000	10,000	700	....	44	June, 2d Tues.
386	Franklin Family School	....	×	×	×	0	×	....	....	*c*300	5,000	0	0	1,500	39	Sept., 3d week.
387	Oak Grove Seminary and Commercial College.	0	×	×	×	0	0	150	0	25	20,000	10,000	600	1,200	33	August 20.
388	Boys' School of St. Paul's Parish	....	....	×	×	....	....	....	....	200	30,000	....	....	....	40	September 10.
389	Knapp's Institute*	×	×	×	×	×	×	2,000	0	*d*60	80,000	....	....	10,000	....	April 1.
390	Morison Academy	×	×	....	....	....	....	....	....	....	....	....	....	....	40	September 18.
391	Mt. Vernon Institute	×	×	×	×	×	×	....	....	....	....	....	....	....	40	September 20.
392	Newton Academy	....	....	....	....	....	....	300	....	80	15,000	....	....	....	40	September.
393	Oxford School for Boys	....	×	....	....	....	....	....	....	40–120	....	....	....	....	40	September 10.
394	Patterson Park Seminary	×	×	×	×	0	×	....	....	80	....	....	....	....	40	September.
395	Pembroke School for Boys*	....	×	0	0	×	×	200	....	90–130	40,000	....	....	5,000	40	Sept., 2d Mon.
396	Roland Academy	....	×	×	....	....	×	....	....	80–100	....	....	....	....	....	
397	St. George's Hall	....	....	....	....	....	....	....	....	....	....	....	....	....	....	
398	St. Joseph's Academy (Calvert Hall)	0	0	×	×	0	×	200	0	*b*12	....	0	0	3,600	42	Sept., 1st Mon.

399	School for Boys	0	0	0	0	......	......	......	......	......	......	......	......	......	......	
400	School for Young Ladies	......	......	......	......	......	......	......	......	......	......	......	......	......	40	September 13.
401	School of Modern Languages	......	......	......	......	......	......	543	......	......	......	......	......	2, 800	40	Oct., 1st Mon.
402	Southern Home School	......	×	×	×	×	×	......	......	......	......	......	......	32, 000	40	September 15.
403	Steuart Hall Collegiate and Commercial Institute.	......	......	......	......	......	×	......	......	80–100	......	......	......	......	40	Sept., 2d Mon.
404	Zion School	×	×	×	0	×	×	1, 250	......	26	50, 000		(8, 200)		42	September 1.
405	Brookeville Academy	×	×	0	0	×	×	......	......	25–40	6, 000	......	......	1, 000	40	Sept., 3d Wed.
406	Overlea Home School for Young Gentlemen.	......	......	......	×	......	......	......	......	300	22, 000	......	......	2, 800	36	Sept., 2d Mon.
407	Charlotte Hall Academy	0	0	0	0	0	×	673	......	20–28	21, 200	......	......	......	43	Sept., 1st Mon.
408	Holy Trinity School	......	......	......	......	......	......	......	......	50	......	......	......	......	40	Sept., 1st Mon.
409	College of St. James Grammar School.	......	×	......	×	×	×	11, 000	......	*c*300	50, 000	......	......	12, 000	40	Sept., 2d week.
410	West Nottingham Academy	0	0	0	0	×	×	75	......	32–60	7, 000	0	0	(*e*)	40	Sept., 1st Mon.
411	Darlington Academy *f*	0	0	0	0	0	0	......	......	......	2, 000	0	0	......	40	September 1.
412	Elkton Academy	×	×	......	......	......	......	......	......	30	6, 000	......	500	......	40	Sept., 1st Wed.
413	Academy of the Visitation*	×	×	×	×	......	......	......	......	*c*200	......	......	......	......	40	September 1.
414	St. John's Literary Institution	......	......	......	......	......	......	2, 000	63	25	15, 000	......	......	......	43	September 1.
415	Glenwood Institute	×	×	×	×	×	×	4, 784	......	32–48	17, 000	......	......	2, 500	40	September 5.
416	Notre Dame of Maryland Collegiate Institute for Young Ladies.	......	×	×	×	×	×	2, 000	200	300	......	......	......	......	42	Sept., 1st Mon.
417	Hagerstown Female Seminary	×	×	×	×	×	×	400	10	50	30, 000	......	......	......	40	September 1.
418	St. John's Female Seminary*	......	×	×	×	0	0	1, 200	......	......	25, 000	0	0	......	40	Sept., 1st Wed.
419	Lutherville Female Seminary	......	×	×	×	×	×	500	......	......	30, 000	......	......	......	40	September 5.
420	New Windsor College	×	×	×	×	×	0	1, 500	0	42	50, 000	......	......	1, 300	40	September 13.
421	McDonogh Institute	×	0	×	......	×	×	1, 000	......	0	130, 000	683, 000	40, 000	0	42	Aug., 2d Mon.
422	St. George's Hall for Boys	......	×	×	×	*g* ×	*g* ×	400	10	250–300	20, 000	......	......	3, 500	41	Sept., 1st Wed.
423	St. Michael's Home School for Boys*	0	0	0	0	0	0	......	......	28–40	......	......	......	......	40	September 10.
424	The Hannah More Academy	......	×	×	×	0	0	1, 200	......	40	10, 000	4, 000	240	......	30	Sept., 3d Wed.
425	Stanmore School	0	×	×	×	0	×	500	0	40	10, 000	0	0	1, 800	39	October 1.
426	Mt. Pleasant Institute for Boys	0	0	×	×	*h* 0	*h* 0	400	......	100	20, 000	......	......	6, 000	38	September 9.
427	Punchard Free School	0	×	×	0	×	×	85	0	(*i*)	40, 000	75, 000	4, 600	0	39	September 1.
428	Family Boarding School for Boys*	×	×	......	×	0	0	......	......	200	20, 000	0	0	500	40	Oct., 1st Mon.
429	Powers Institute	0	×	×	×	0	×	3, 579	84	*j*24	18, 000	20, 000	1, 200	1, 000	34	Aug., last Wed.
430	Howe School	0	0	0	0	×	×	150	......	6	7, 000	21, 000	1, 300	280	40	Aug., last Mon.
431	Houghton School	......	......	......	......	0	0	35	......	......	6, 500	12, 000	900	......	40	August.
432	Blackstone Square School*	......	×	×	×	......	......	......	......	......	......	......	......	......	39	September 27.
433	English, French, and German Family and Day School.	......	×	×	×	......	......	......	......	......	......	......	......	......	35	October 4.
434	Home and Day School	......	×	×	×	0	×	2, 000	......	75–200	20, 000	......	......	3, 000	37	October 1.
435	Home and Day School*	......	×	0	0	......	......	......	......	150	......	......	......	......	40	Sept., 4th Mon.
436	Newbury Street School	0	×	0	0	*k*0	*k*0	1, 000	......	100–250	30, 000	......	......	......	37	October 1.
437	Otis Place School	......	×	×	......	......	......	......	......	......	......	......	......	......	38	September 26.
438	St. Margaret's School	×	×	×	×	......	......	......	......	......	......	......	......	......	46	September 25.
439	School of Modern Languages	......	......	......	......	......	......	......	......	36–108	*l*300	......	......	1, 500	36	October 1.
440	Union Park School for Young Ladies	......	......	......	......	0	×	50	......	*a*175	*l*500	......	......	8, 000	40	September.

* From Report of the Commissioner of Education for 1876.

a Average charge.

b Per term.

c Board and tuition.

d Including music and languages.

e Receives annual appropriation of $500 from the State.

f Became a part of the public school system September, 1877.

g Partial.

h Pupils attend lectures at Amherst College.

i School free but not supported by public tax.

j Partly free.

k Has aid from Institute of Technology.

l Value of apparatus.

TABLE VI.—*Statistics of institutions for secondary instruction for 1877, &c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
441	Hitchcock Free High School	....	×	×	....	×	×	1, 200	250	(a)	$12, 000	$77, 500	$4, 500	....	41	August.
442	Wayside Family School	....	×	×	×	0	0	200	....	b$275	....	....	....	....	40	September 17.
443	Deerfield Academy and High School*	0	0	0	0	×	×	500	....	....	4, 000	16, 000	1, 000	....	36	April.
444	Nichols Academy	0	....	....	....	0	×	150	....	25	40, 000	6, 000	420	$3, 300	40	September 3.
445	Partridge Academy	×	×	×	×	×	×	200	10	(c)	10, 000	25, 000	1, 700	80	40	Sept., 1st Mon.
446	Mrs. Potter and Miss Pierce's Home Boarding School.	0	×	×	×	0	0	200	0	300	10, 000	....	....	....	40	September 9.
447	Lawrence Academy	....	×	....	....	×	×	40	....	18	2, 500	10, 000	700	450	36	Sept., 1st Mon.
448	Dean Academy	0	×	×	×	×	×	800	0	30	250, 000	100, 000	6, 000	3, 041	39	September.
449	Sedgwick Institute	....	×	0	×	0	×	330	....	b360–400	18, 000	....	....	....	38	Sept., 2d week.
450	Prospect Hill School	....	×	....	×	×	0	75	....	60	25, 000	....	....	5, 000	39	Sept., 3d Wed.
451	Elmwood Home	×	....	×	×	×	....	300	....	....	....	....	....	....	40	September 19.
452	Hanover Academy	×	×	....	....	....	×	100	....	26	4, 000	3, 000	120	....	44	
453	Derby Academy	....	×	×	0	....	....	100	....	(d)	10, 000	30, 000	2, 050	392	40	September.
454	Leicester Academy*	×	×	×	×	×	×	....	....	....	15, 000	35, 000	2, 150	630	41	August.
455	St. Patrick's Female Academy	....	×	×	×	×	×	650	25	....	....	....	....	....	44	Sept., 1st Mon.
456	Barstow School	....	....	....	....	....	×	50	....	(e)	5, 000	....	....	....	40	September 1.
457	Eaton Family School	×	×	....	×	0	×	(f)	....	b300	9, 000	....	....	3, 000	42	Sept., 1st Mon.
458	Peirce Academy	....	×	....	×	×	×	2, 500	200	30–42	15, 000	11, 000	770	800	39	Sept., 1st Mon.
459	Highland Hall	....	....	....	....	....	....	....	....	....	....	....	....	....	....	
460	Coffin School (Lancasterian School)	0	0	×	0	×	×	800	0	8	8, 000	31, 000	2, 750	700	40	September 1.
461	Friends' Academy	×	×	0	0	×	×	2, 000	0	g125	....	....	....	5, 000	40	September.
462	Consolidated High and Putnam Schools.h	×	×	0	0	×	×	300	3	....	40, 000	56, 352	3, 761	0	43	Sept., 1st Mon.
463	South Berkshire Institute*	....	....	....	....	....	×	....	....	50	12, 000	....	....	1, 000	40	Sept., 1st week.
464	New Salem Academy	....	×	0	0	0	×	300	2	g22½	10, 700	7, 000	600	430	38	Aug., 3d Tues.
465	Hillside Boarding and Day School	×	×	×	×	0	0	500	....	....	10, 000	....	....	4, 000	40	September 20.
466	Miss Salisbury's School for Young Ladies.	....	....	....	....	....	....	....	....	....	....	....	....	....	....	

467	School for Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
468	Sawin Academy and Dowse High School.	×	×	×	0	×	×	...	0	30	...	...	...	175	38	Sept., 2d week.
469	Dummer Academy	0	0	0	0	0	0	300	0	21	6,000	20,000	1,000	270	39	Aug., 4th Tues.
470	Family and Day School for Young Ladies.	×	×	...	...	...	...	3,000	...	...	...	...	...	...	...	
471	Hillside Home for Young Ladies	...	...	...	×	...	...	...	...	60	...	...	...	...	39	September 12.
472	Waltham New Church School	...	×	×	×	×	×	...	...	75	20,000	13,500	875	3,300	39	September 18.
473	Willow Park Seminary*	×	×	×	×	0	×	200	0	*b*400	14,000	...	...	*b*9,000	36	September.
474	Family School for Boys	×	×	×	×	0	0	200	...	*b*350	15,000	...	...	...	39	September.
475	Wesleyan Academy	×	×	×	×	×	×	3,558	88	*g*40	151,582	0	0	8,400	39½	August 21.
476	English and Classical Family School	...	×	×	...	...	...	200	...	100	5,000	...	...	...	38	September.
477	Highland Military Academy	×	×	×	×	×	×	2,000	...	*b*400	50,000	...	...	*b*22,000	39	September 11.
478	Miss Williams' School	0	×	×	×	0	0	...	...	*g*150	...	3,000	...	2,000	40	September.
479	School of Modern Languages	...	×	...	×	...	...	400	...	...	...	...	...	...	40	Sept., 3d Wed.
480	Detroit College	...	...	...	...	...	...	*i*300	...	40	25,000	0	0	2,500	40	
481	German-American Seminary	...	×	×	...	×	×	400	...	16–30	25,000	6,370	520	5,432	44	Sept., 1st Mon.
482	Mrs. Towle's School	...	...	...	...	...	×	...	...	...	...	...	...	...	...	
483	Latimer Hall	×	×	×	×	0	0	50	...	225	12,000	...	...	...	40	Sept., 2d Wed.
484	School for Young Ladies and Children.	×	×	×	×	...	...	...	...	...	...	...	...	...	40	September.
485	St. Mary's Academy	×	×	×	×	×	×	460	34	120	...	...	...	...	42	September 1.
486	Michigan Military Academy	×	×	×	0	×	×	400	...	*b*350	50,000	...	...	...	40	September 20.
487	St. Croix Valley Academy	...	...	×	×	×	×	300	...	30–36	8,000	0	0	...	40	September.
488	Caledonia Academy	×	0	0	0	0	0	125	...	15–27	3,500	...	...	900	36	Sept., 1st Mon.
489	Bethlehem Academy and Parish School.	×	×	×	×	...	...	300	...	*b*150–250	30,000	...	...	2,037	40	Sept., 1st Mon.
490	Hallock Institute	...	×	...	×	×	×	600	50	30	8,000	...	...	300	36	September 1.
491	Shattuck School	0	0	×	×	×	×	400	0	40–50	90,000	0	0	20,992	38	September 14.
492	St. Boniface Academy*	...	...	×	×	...	...	...	...	20	3,000	...	...	...	44	September.
493	Hokah Convent	×	×	×	×	...	...	50	...	110	5,000	...	...	...	48	September 1.
494	School of the Holy Apostles	×	×	×	×	...	...	5,000	...	...	...	...	...	...	40	September 1.
495	Christ Church Parish School	...	...	×	0	...	...	...	...	12–16	...	...	...	425	36	Sept., 1st Mon.
496	Leighton Academy	×	...	×	×	0	0	...	...	60	...	...	...	2,000	38	September 11.
497	Norwood Hall*	×	...	×	×	...	...	...	...	...	...	...	...	...	40	September 5.
498	St. Joseph's Academy	×	...	×	×	0	0	500	...	*b*150	70,000	...	...	6,000	43	Sept., 1st Mon.
499	St. Paul Home School	×	×	×	×	...	...	...	...	...	...	...	...	...	...	
500	Gustavus Adolphus College	×	0	×	0	0	0	500	500	*j*20	30,000	0	0	586	35	Sept., 1st Mon.
501	Wesleyan Methodist Seminary	×	×	×	×	×	×	268	66	*g*18	20,000	13,500	1,350	490	38	September 12.
502	Yazoo District High School	...	...	×	×	×	×	0	0	20–40	5,000	...	...	2,300	40	Sept., 1st Mon.
503	Blue Mountain Female College	×	×	×	×	0	0	93	72	20–50	10,000	...	...	2,500	40	September.
504	Mt. Hermon Female Seminary	...	...	×	...	...	...	122	...	*b*90	6,500	...	...	...	40	September.
505	Grenada Female College	×	×	×	×	0	0	200	...	25–50	25,000	0	0	2,000	40	Sept., 1st Mon.
506	Chalmers Institute	...	...	...	...	...	...	...	...	30–60	...	...	...	...	40	Sept., 1st Mon.
507	Iuka Female Institute	0	0	×	×	0	...	...	...	*j*20–50	3,000	...	...	...	40	Sept., 1st Mon.
508	Iuka Presbyterial Male High School	...	...	...	...	0	0	...	...	20–50	4,000	...	...	...	40	Sept., 1st Mon.
509	McComb City Academy	...	...	×	×	0	0	...	...	2	3,000	...	...	*k*375	42	September 1.

* From Report of the Commissioner of Education for 1876. *a* School is free but not connected with the public school system. *b* Board and tuition. *c* Free to residents; $5 per term to non-residents. *d* $6 to residents; $26 to non-residents. *e* Supported partly by the Barstow fund and partly by the public tax. *f* Students have the use of Middleborough Town Library. *g* Average charge. *h* The Brown High is partially supported by tax, the Female High wholly; the Putnam Free is not supported by public tax, but it has its own fund. *i* In students' libraries. *j* Partly free. *k* For five months.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1877, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
510	Pontotoc Male Academy	....	....	....	....	0	0	0	0	a$20–40	$3, 000	....	....	$800	40	September.
511	Sardis Institute	0	0	×	×	0	0	800	100	a30–60	5, 000	$0	$0	4, 000	40	September 1.
512	Vaiden Male and Female Institute	0	0	0	×	0	0	0	0	30–50	6, 000	0	0	1, 250	40	September 1.
513	Arcadia College*	0	0	×	×	0	0	....	....	20–50	50, 000	....	....	....	40	Sept., 2d Mon.
514	The Kemper Family School	0	×	×	×	×	×	0	0	b300	22, 000	0	0	15, 000	40	Sept., 2d Thurs.
515	Chillicothe Academy*	0	0	0	0	0	0	....	....	40	4, 000	0	0	1, 500	40	Sept., 1st Mon.
516	St. Joseph's Academy	0	×	×	×	0	0	100	25	150	8, 000	0	0	1, 000	40	
517	Grand River College	....	....	×	×	×	....	....	....	27	10, 000	....	....	1, 500	36	September 16.
518	Kirkwood Seminary*	....	×	×	×	0	....	500	....	60–80	30, 000	0	0	....	40	Sept., 1st week.
519	Marionville Collegiate Institute	....	....	×	×	0	×	100	....	18–27	25, 000	....	....	15, 000	40	June, 3d Thurs.
520	Palmyra Seminary	....	×	×	×	....	....	....	....	33⅓	2, 000	....	....	1, 800	40	September.
521	St. Paul's College	....	×	×	×	×	×	2, 000	25	40	10, 000	....	....	1, 000	40	Sept., 1st Wed.
522	High School in St. Charles College	0	0	0	0	0	0	....	....	40	....	....	....	....	40	September.
523	Young Ladies' Institute	0	0	×	×	×	×	500	....	c45	12, 000	0	0	3, 500	40	Sept., 1st Mon.
524	German Institute	×	×	0	0	×	×	1, 000	....	40–64	....	....	....	....	....	September 1.
525	Mrs. Cuthbert's Seminary for Young Ladies.	....	×	×	×	×	×	1, 800	(d)	150	e1, 200	....	....	18, 000	40	Sept., 2d Mon.
526	St. Patrick's Academy	×	×	×	×	0	×	2, 140	0	c30	50, 000	0	0	....	40	September 2.
527	School of the Good Shepherd	....	0	0	0	....	....	....	....	....	....	....	....	....	40	Sept., 2d Wed.
528	Shelby High School	....	×	×	×	0	0	0	....	27½	3, 000	0	....	1, 900	40	Sept., 1st Mon.
529	Stewartsville Male and Female Seminary.	0	0	×	×	0	×	100	50	20, 50	3, 000	125	12½	600	40	Sept., 1st Mon.
530	Brownell Hall*	0	×	×	×	×	×	2, 000	20	62½	25, 000	0	0	8, 000	40	Sept., 1st Tues.
531	Proctor Academy	0	0	×	×	×	×	175	0	f5½–9	12, 000	1, 000	60	770	39	Aug., last Tues.
532	Atkinson Academy	0	0	×	0	×	×	....	....	19–24	....	6, 000	300	350	38	Aug., last Mon.
533	Beede's Academic and Normal Institute.	×	0	0	0	0	×	300	....	15	10, 000	0	0	g400	34	September 3.
534	Chester Academy	....	....	....	....	0	0	....	....	16	2, 000	....	....	....	44	September 9.
535	Stevens High School	0	0	0	0	h×	×	450	0	i21	30, 000	10, 000	1, 000	200	39	Sept., 1st Mon.

536	Colebrook Academy*	0	0	0	0	×	×	......	......	10	5,000	1,200	96	500	23	Sept., 1st Wed.
537	Deering Academy	......	......	......	......	0	0	0	0	*f*3, 4, 5	......	1,000	60	......	11	
538	Pinkerton Academy	......	0	0	×	×	×	350	0	21	5,000	20,000	1,200	865	40	August 26.
539	Franklin Academy	......	......	......	......	......	......	700	50	20–24	10,000	5,000	300	......	40	September.
540	Penacook Normal Academy	×	......	×	×	×	×	1,700	......	8, 34	25,000	0	0	2,000	38	Aug., last Wed.
541	Francestown Academy	0	×	0	×	×	×	340	2	18, 21	2,700	11,453	535	841	35	Aug., last Tues.
542	Gilmanton Academy	......	......	×	×	×	×	650	75	15	20,000	8,000	500	450	36	Aug., last Tues.
543	Hampton Academy*	0	0	×	×	0	0	......	......	18	8,000	3,000	180	800	40	September.
544	Hillsborough Bridge Union School and Valley Academy.	......	×	......	......	......	......	......	......	*a*6–12	5,000	......	......	......	39	August 26.
545	Contoocook Academy	0	0	0	0	0	0	0	......	10–20	......	......	......	......	20	
546	Kingston Academy	0	×	×	×	0	0	0	0	6–7	6,000	3,000	150	......	36	September.
547	Lancaster Academy	0	0	0	0	0	×	......	......	22	5,000	2,000	120	1,200	39	Aug., last Mon.
548	Milton Classical Institute*	......	......	......	......	......	......	......	......	10½–15	2,000	......	......	500	32	September.
549	McCollom Institute	×	×	×	×	......	×	1,000	......	21	......	15,000	900	1,500	36	Sept., 1st Wed.
550	Nashua Literary Institution	0	0	0	0	0	×	0	0	17½, 24½	5,000	0	0	500	42	December.
551	New Hampton Literary Institution	......	×	×	×	×	×	4,000	......	24	30,000	15,000	1,000	3,117	40	August 26.
552	Appleton Academy	×	......	......	×	×	×	500	......	18–24	10,000	30,000	1,200	500	39	September 1.
553	North Conway Academy	×	×	×	×	0	0	......	......	12–18	2,500	400	26	415	30	September 20.
554	Coe's Northwood Academy	......	×	......	×	0	×	500	......	18	2,000	700	42	700	36	Sept., 1st Wed.
555	Northwood Seminary	......	......	......	......	×	×	500	......	18	5,000	......	......	......	35	Sept., 1st Tues.
556	Pembroke Academy	......	0	......	0	×	×	325	0	17¼, 21	5,200	7,844	468	950	39	Aug., last Tues.
557	Pittsfield Academy*	×	×	×	×	0	×	......	......	15–30	8,000	2,000	100	750	33	September 1.
558	Miss Morgan's School for Young Ladies.	......	×	×	×	......	......	......	......	100	25,000	......	......	......	36	Sept., last Wed.
559	Smith's Academy and Commercial College.	×	×	0	0	×	0	500	......	......	......	......	......	......	40	Sept., 1st Mon.
560	McGaw Normal Institute	0	0	0	×	×	×	150	50	20	10,000	10,000	750	550	38	Sept., 1st Mon.
561	Dearborn Academy	0	0	0	0	0	×	0	0	3–4	4,000	5,000	300	300	33	September 1.
562	Barnard Academy	0	×	0	×	0	0	......	......	(*j*)	......	4,200	250	......	16	Nov., 1st Mon.
563	New Hampshire Conference Seminary and Female College.*	......	×	×	×	×	×	1,600	0	25	35,000	10,000	730	2,500	39	Aug., 3d Wed.
564	Warner Free High School	......	......	×	×	0	0	200	50	(*i*)	12,000	25,000	1,500	800	39	August 22.
565	Tubbs' Union Academy	0	......	0	......	0	0	......	......	3	......	1,500	90	......	13	August 20.
566	Kearsarge School of Practice	×	×	×	×	×	×	50	......	30	6,000	0	0	1,200	30	September 1.
567	Wolfborough and Tuftonborough Academy.*	0	0	0	0	0	0	0	......	12	5,000	0	0	500	24	September 1.
568	Trinity Hall	......	......	......	......	......	......	......	......	......	......	......	......	......	......	
569	Blair Presbyterial Academy	0	×	×	×	0	0	......	......	170–250	......	37,500	*k*2,625	2,250	40	Sept., 1st week.
570	New Jersey Collegiate Institute	×	......	×	×	......	......	500	......	75	15,000	......	......	......	42	September 1.
571	South Jersey Institute	×	×	×	×	×	×	650	150	40–50	75,000	1,500	105	10,000	40	Sept., 1st Wed.
572	West Jersey Academy	......	×	×	×	×	×	1,200	30	40–60	60,000	......	......	......	40	September.
573	Brainerd Institute	......	......	×	×	......	......	......	......	32	7,000	......	......	......	40	Sept., 1st Mon.
574	Jefferson Park Academy	×	×	×	×	×	×	700	50	40–120	......	0	0	......	40	September 14.
575	Misses Hayward's English and French School for Young Ladies.	......	×	......	......	......	......	150	......	50–100	......	......	......	......	39	September 18.
576	The Elizabeth Institute*	......	×	......	×	0	0	450	......	*b*400	20,000	......	......	5,000	40	Sept., 3d Wed.
577	English and Classical School	0	0	......	×	0	0	......	......	290	......	0	0	1,200	44	Sept., 1st Mon.

* From Report of Commissioner of Education for 1876.
a Partly free.
b Board and tuition.
c Average charge.
d Two hundred dollars' worth.
e Apparatus.
f Per term.
g Estimated.
h Has apparatus, but no laboratory.
i Free to residents.
j This is an endowed free school.
k Used to pay the expenses of children of ministers of this presbytery.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1877, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
578	Freehold Institute	×	×	....	×	×	×	2,000	100	$50–80	$60,000	$0	$0	a$20,000	40	Sept., 2d Tues.
579	Hackensack Academy	0	0	0	0	×	×	....	....	80–100	....	....	....	....	40	September 12.
580	Centenary Collegiate Institute	....	×	×	×	×	×	500	10	42	200,000	0	0	....	40	September 9.
581	Young Ladies' Seminary	0	×	×	×	×	×	0	0	26–42	8,000	0	0	....	39	September 2.
582	Hoboken Academy	×	×	×	0	×	×	0	0	22–80	23,000	....	....	17,459	44	September 1.
583	Martha Institute	×	×	×	....	....	×	....	....	30	....	....	....	4,000	44	Sept., 1st Mon.
584	Young Ladies' Institute	....	....	....	....	....	....	....	....	....	....	....	....	....	....	
585	Hopewell Seminary	×	0	×	×	×	×	300	25	50	20,000	0	0	895	40	Sept., 2d Wed.
586	Jamesburg Institute	....	....	....	....	0	0	....	....	48	10,000	0	....	....	40	September 13.
587	Hasbrouck Institute	×	×	×	0	×	0	....	....	60–100	....	....	....	10,009	40	Sept., 2d Mon.
588	Classical and Commercial High School.	×	×	×	×	....	....	2,030	30	100	50,000	....	....	....	38	September 11.
589	Lawrenceville Female Seminary	....	×	×	×	....	×	....	....	45	9,000	....		....	38	September 12.
590	Glenwood Institute	0		×	×	×	×	....	....	40–75	12,000	0	0	4,000	40	September 13.
591	St. Stephen's School	....	×	....	×	0	0	1,800	....	8–15	....	....	....	1,000	40	Sept., 1st Tues.
592	Hillside Cottage Seminary	....	×	×	×	....	....	....	....	12–25	....	....	....	....	40	September 12.
593	Boarding School for Boys	....	....	....	....	....	....	....	....	100	....	....	....	....	40	Sept., 1st Mon.
594	English and French Boarding and Day School for Young Ladies.	....	×	×	×	0	0	400	....	400	25,000	....	....	10,000	40	September 18.
595	Miss Woodward's Seminary	....	×	×	×	0	0	....	....	....	....	....	....	....	39	September 19.
596	Cedar Grove Boarding School for Young Ladies.	....	....	×	×	....	....	....	....	....	....	....	....	....	39	September.
597	Seminary for Young Ladies	×	×	×	×	0	×	300	0	60–100	....	....	....	2,000	40	Sept., 2d or 3d Wed.
598	Newton Collegiate Institute	×	....	×	×	×	×	....	....	30–60	....	....	....	....	40	September 8.
599	Montrose Military Institute*	×	×	....	×	×	×	....	....	b115	15,000	....	....	....	40	September.
600	Classical School for Boys	0	×	0	×	0	0	215	14	48–80	9,000	0	0	828	40	September 4.
601	Passaic Falls Institute	....	×	×	×	×	×	350	....	50–98	....	....	....	2,500	40	September 15.
602	Tallman Seminary	....	×	×	×	....	×	500	....	....	....	....	....	....	40	September 17.

603	Pennington Institute	×	×	×	×	×	×	2, 200	0	*a*160–200	30, 000	......	......	......	44	Aug., last Thurs.
604	Boarding and Day School for Young Ladies and Children.	0	0	0	0	0	0	......	......	*b*36	......	......	900	900	40	September 15.
605	North Plainfield Seminary for Young Ladies.	......	×	×	×	......	......	250	......	*b*82	......	......	......	......	40	Sept., 2d Wed.
606	Seminary at Ringoes	......	×	......	......	......	......	800	10	30	3, 000	......	......	......	42	Sept., 1st Mon.
607	Union Academy	......	......	......	......	×	×	......	......	24–27	10, 000	......	......	......	39	September.
608	Stevensdale Institute*	×	......	×	×	×	×	......	......	60	*c*1, 000	......	......	......	40	Sept., 2d Mon.
609	Springfield Institute*	×	×	×	......	......	×	100	......	*b*40	......	......	......	......	40	September.
610	Summit Institute	......	......	×	×	......	......	350	......	10–18	......	......	......	3, 650	40	September 12.
611	Trenton Academy*	......	......	......	......	×	×	......	......	32	20, 000	10, 000	1, 000	......	40	September 1.
612	Vineland Institute*	×	×	×	×	......	......	......	......	25	......	......	......	......	40	
613	Hungerford Collegiate Institute	×	×	×	×	×	×	1, 295	29	27–40	50, 000	0	0	4, 184	39	Sept., 1st Tues.
614	Albany Academy	0	0	×	0	×	×	1, 200	0	20–88	100, 000	6, 000	2, 100	1, 200	41	Sept., 1st Mon.
615	English, French, and Classical Institute.*	......	×	......	×	0	0	......	......	80, 100	......	......	......	3, 000	36	September 12.
616	St. Mary's School for Girls*	......	×	×	×	......	......	300	50	......	......	0	0	......	40	Sept., 1st Mon.
617	Cottage Seminary	×	......	×	×	0	0	0	0	30	4, 000	0	0	630	40	Sept., 2d Wed.
618	Amenia Seminary	0	×	×	×	×	×	1, 800	30	36	42, 000	......	......	2, 200	39	Sept., 2d Tues.
619	Amsterdam Academy	×	×	×	×	×	×	1, 289	276	*b*13–21	45, 000	0	0	7, 128	40	July 15.
620	Ives Seminary	......	×	×	×	×	×	531	31	*b*27	35, 160	10, 000	700	2, 627	39	August 28.
621	Argyle Academy	0	0	0	×	0	×	950	2	25	3, 752	......	......	580	39	August 1.
622	Young Ladies' Institute*	×	×	×	×	×	×	300	20	42	35, 000	0	0	*a*12, 000	40	September 12.
623	Augusta Academy *d*	......	......	......	......	......	×	221	......	18	2, 762	......	......	285	45	September 1.
624	Cayuga Lake Academy	0	×	×	×	×	×	2, 755	......	24–32	17, 521	5, 800	406	......	40	Sept., 2d Tues.
625	Bay View Institute	×	×	×	×	×	×	400	......	......	4, 000	......	......	2, 000	40	September 9.
626	Bedford Academy	0	×	×	0	0	×	0	0	35	1, 600	......	......	800	40	Sept., 1st Mon.
627	Union Academy of Belleville	0	×	×	×	×	×	836	6	30	20, 000	25, 000	1, 500	1, 810	40	July 18.
628	Classical and Bible College	......	......	......	......	......	......	......	......	......	......	......	......	......	......	
629	Academic Department of Brooklyn Collegiate and Polytechnic Institute.*	×	×	×	0	×	×	2, 107	25	110	144, 067	0	0	......	40	September 15.
630	Adelphi Academy	×	×	×	0	×	×	800	20	40–160	......	0	0	40, 028	40	September 12.
631	Carroll Park School*	......	×	......	×	......	......	......	......	......	30, 000	0	0	......	40	September.
632	Chênevière Institute	×	×	×	×	0	......	300	......	40–100	......	......	......	......	40	September 18.
633	College Grammar School	×	×	×	0	×	×	300	......	70–100	......	0	0	......	40	September 15.
634	Columbian Institute	×	×	×	×	×	......	......	......	100–200	......	......	......	4, 000	38	September 18.
635	Female Institution of the Visitation	......	×	×	×	×	×	600	......	......	......	......	......	......	40	Sept., 1st Mon.
636	Friends' Seminary	......	×	0	0	0	0	......	......	10–15	......	......	......	3, 335	39	September 10.
637	German, English, and French Academy.	×	×	×	0	×	×	......	......	24–48	8, 000	......	......	......	44	September 2.
638	German, English, and French Institute.	×	×	×	×	......	......	......	......	......	......	......	......	......	40	September 10.
639	Juvenile High School	×	......	×	......	0	0	0	0	*b*80	100, 000	......	......	16, 000	40	September 15.
640	Lafayette Academy	0	×	×	0	0	0	0	0	40–120	......	......	......	1, 000	39	September 17.
641	Prof. Davison's Institute	0	0	0	0	0	0	1, 000	......	120	......	......	......	2, 000	40	September 17.
642	St. Mary's School	......	......	×	×	......	......	......	......	......	60, 000	......	......	......	44	September 1.
643	Heathcote School	0	0	0	0	0	0	0	0	*b*100	14, 000	0	0	4, 000	40	Sept., 1st Mon.
644	Canandaigua Academy	×	×	0	×	×	×	1, 200	10	40	18, 000	15, 000	1, 050	4, 000	40	Sept., 1st Thurs.
645	Ontario Female Seminary*	×	×	×	×	×	×	1, 000	......	42	20, 000	0	0	......	40	September.

* From Report of the Commissioner of Education for 1876. *a* Board and tuition. *b* Average charge. *c* Value of apparatus. *d* Not in session this year.

TABLE VI.—*Statistics of institutions for secondary instruction for 1877, &c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
646	Canisteo Academy	....	....	....	×	×	×	500	....	$4–10	$17,000	....	....	$1,000	39	September.
647	Drew Seminary and Female College*	×	×	×	×	×	×	3,000	0	24–32	60,000	$0	$0	....	38	August 12.
648	Chappaqua Mountain Institute	0	×	0	0	0	×	360	....	260	60,000	....	....	....	40	September 10.
649	Chatham Academy*	0	0	×	×	0	0	....	....	40–60	....	....	....	3,000	40	September 7.
650	Cincinnatus Academy	×	×	×	×	×	×	343	1	16½–24	3,983	0	0	600	42	July 1.
651	Clifton Springs Seminary	×	×	×	×	0	0	312	12	250	10,000	....	....	3,000	40	September.
652	Ladies' School	....	....	....	....	....	....	....	....	....	....	....	....	....	....	
653	Clinton Grammar School	....	×	×	×	×	×	220	5	40	5,000	....	....	1,500	40	Sept., 1st Thurs.
654	Clinton Liberal Institute*	0	×	×	×	×	×	2,600	10	24–36	20,000	35,000	2,400	2,500	39	Aug., last Wed.
655	Cottage Seminary	×	×	×	×	0	0	....	....	28	10,000	....	....	2,500	38	Sept., 1st Tues.
656	Dwight's Home School for Girls	....	....	×	×	....	×	....	....	350	20,000	....	....	....	38	September 20.
657	Houghton Seminary	....	×	×	×	×	×	1,110	....	28–100	32,000	....	....	2,700	40	Sept., 3d Thurs.
658	Leseman's Academy	×	×	×	×	×	×	450	60	40	12,000	....	....	....	48	
659	Miss Walther's Private School	×	×	....	....	0	0	0	....	80, 100	....	....	....	....	40	September 13.
660	Poppenhusen Institute	×	×	....	....	×	×	880	....	....	....	....	....	....	28	October.
661	Cornwall Heights School	....	....	....	×	....	....	100	....	*a*500	20,000	....	....	....	40	September 19.
662	Coxsackie Academy	....	....	....	....	0	×	150	....	15–40	4,147	....	....	....	42	September 1.
663	Croton Military Institute	×	0	0	×	×	×	500	....	*a*400	....	0	0	....	40	September 20.
664	Dansville Seminary	×	×	×	×	×	×	700	20	24–30	25,000	0	0	3,000	37	September 12.
665	Deansville Academy	×	×	×	0	....	....	....	....	21	3,000	....	....	400	42	
666	Delaware Academy	0	×	×	×	×	×	1,476	3	30	29,250	1,500	105	2,476	42	August 27.
667	Aurora Academy *b*	×	0	0	0	×	×	600	3	16½–30	17,500	0	0	775	39	August 28.
668	East Bloomfield Academy*	0	0	0	0	×	×	715	0	12–30	7,725	0	0	....	40	September.
669	East Hamburg Friends' Institute*	×	....	0	....	×	×	62	13	*c*20	10,175	....	....	....	40	September 9.
670	Friends' Seminary of Easton	....	×	×	×	0	×	400	200	15–30	14,000	....	....	....	39	September 2.
671	Rural Seminary	×	....	....	×	0	0	375	0	*c*6½	4,000	0	....	1,000	40	Sept., 1st Wed.
672	Starkey Seminary*	×	×	×	×	×	×	1,543	6	25	22,720	....	....	3,774	39	August 28.
673	Methfessel Institute*	....	×	×	....	0	×	....	....	60–120	20,000	....	....	4,266	42	Sept., 1st Mon.

674	Munro Collegiate Institute	×	×	×	×	×	×	850	15	8–24	20,000	0	0	950	41	August 24.
675	Fairfield Seminary*	×	×	×	×	×	×	2,000	......	30	22,000	......	......	3,500	39	August 27.
676	Fergusonville Academy	......	×	×	×	×	×	430	12	*a*250	12,000	0	0	*a*6,000	42	May 8.
677	S. S. Seward Institute	×	×	×	×	0	×	300	0	20–30	12,000	20,000	1,400	600	40	September.
678	Flushing Institute	×	×	×	×	×	×	1,000	......	80	50,000	0	0	......	40	Sept., 2d week.
679	Macgregor Hall	......	×	......	×	......	......	......	......	60–80	......	......	......	......	40	September 15.
680	St. Joseph's Academy*	......	×	×	×	×	×	1,000	......	*a*250	100,000	......	......	......	40	Sept., 1st Mon.
681	St. Joseph's Academy*	×	×	×	×	0	×	......	......	60	37,000	......	......	1,100	42	Sept., 1st Mon.
682	Fort Plain Seminary and Female Collegiate Institute.	......	×	×	×	×	×	489	17	42	31,725	0	0	2,114	39	Sept., 1st Tues.
683	Delaware Literary Institute	......	×	×	×	×	×	1,800	500	27–36	20,000	0	0	2,000	42	Aug., last Wed.
684	Ten Broeck Free Academy	×	×	×	×	×	×	500	0	10½, 17½	25,000	50,000	3,500	1,125	39	August 23.
685	Friendship Academy*	0	0	0	0	×	×	750	25	23	10,000	0	0	2,000	39	September 1.
686	Falley Seminary	0	0	0	×	×	×	700	0	27	18,000	0	0	1,500	39	Sept., 1st Mon.
687	St. Mary's School	......	......	......	......	......	......	......	......	......	......	......	......	......	......	
688	St. Paul's School	×	×	×	×	......	......	......	......	*a*275	......	......	......	11,000	40	September 19.
689	Gilbertsville Academy and Collegiate Institute.	0	×	×	×	0	×	469	2	21–27	6,235	2,713	190	948	39	Aug., last week.
690	Elmwood Seminary*	......	0	0	0	0	0	0	......	......	6,000	......	......	900	30	Sept., 1st Mon.
691	Glen's Falls Academy	......	×	......	×	×	×	500	......	40	12,000	......	......	......	40	September 4.
692	Home School for Boys	......	......	......	......	......	......	......	......	......	......	......	......	......	......	
693	Gouverneur Wesleyan Seminary	0	0	×	×	×	×	300	18	*c*21	13,800	14,000	1,680	2,350	39	August 23.
694	Greenville Academy*	0	0	0	×	×	×	351	0	20–32	3,600	0	0	925	40	Sept., 1st Mon.
695	Hartwick Seminary	......	......	×	×	×	×	3,000	......	29	35,000	15,000	1,000	......	39	September 10.
696	Haverstraw Mountain Institute	×	0	0	×	×	0	300	......	50	7,000	0	0	......	42	Sept., 1st Mon.
697	Hempstead Institute	......	×	×	×	×	×	300	25	*a*250–350	12,000	......	......	*a*5,000	......	May 1.
698	Hudson Academy	0	0	×	0	×	×	192	......	40–65	12,800	0	0	2,219	40	Sept., 1st Tues.
699	Hudson Young Ladies' Seminary	×	×	×	×	0	0	......	......	40	15,000	......	......	......	40	Sept., 1st Mon.
700	The Misses Skinner's School for Young Ladies.	......	×	......	×	0	0	50	......	24–48	9,000	......	......	1,800	40	Sept., 2d Mon.
701	Miss Devereux' School for Young Ladies and Children.	×	×	×	×	0	×	500	0	100–300	......	......	......	4,000	36	September.
702	Union Hall Seminary	×	×	×	×	......	......	......	......	*d*5–15	......	......	......	......	40	September 15.
703	Lansingburgh Academy	0	×	×	0	×	×	482	20	21–40	14,863	6,000	420	1,272	40	Sept., 1st Wed.
704	Leroy Academic Institute	0	×	0	×	×	×	1,000	390	*c*38	34,000	10,000	600	3,924	40	Sept., 1st Tues.
705	St. Paul's School*	......	......	......	......	......	......	......	......	......	9,000	0	0	1,000	......	
706	Normal Institute	......	......	×	×	......	×	400	......	*e*5–7	3,400	......	......	1,056	40	Sept., 1st Mon.
707	Geneseo Wesleyan Seminary	×	×	×	×	×	×	4,000	......	(*f*)	74,500	54,000	......	......	39	August 24.
708	Lowville Academy	0	×	×	×	×	×	2,741	......	*c*35	23,535	*g*15,000	1,050	2,939	39	August 1.
709	Macedon Academy	......	×	......	×	×	×	......	......	*c*88	......	......	......	800	39	August 28.
710	Franklin Academy*	×	×	×	......	×	×	1,350	0	21–24	43,635	3,000	210	919	40	July 15.
711	St. John's School for Boys*	......	×	×	×	0	......	550	50	*a*400	60,000	......	......	10,000	39	Sept., 2d Wed.
712	Marion Collegiate Institute*	×	×	×	×	×	×	392	0	18–27	16,439	......	......	1,709	41	September 1.
713	Martin Institute	0	0	0	0	0	0	30	......	19½–27	2,000	......	......	*h*205	39	September 10.
714	Family School	......	×	......	×	0	0	800	......	100	12,000	......	......	2,000	40	Sept., 1st Wed.
715	Mechanicville Academy	×	×	×	×	×	×	300	6	6	18,000	......	......	1,200	39	September 1.
716	Mexico Academy	0	......	×	×	×	×	1,310	33	24	16,000	......	......	1,825	39	August 28.
717	Montgomery Academy	0	0	0	0	×	×	506	0	21	......	0	0	......	42	August 1.

* From Report of the Commissioner of Education for 1876.
a Board and tuition.
b Belongs to the university system of New York, but is not supported by tax; draws a small sum from State literature fund.
c Average.
d Per term.
e Partly free.
f Tuition in solid branches free.
g Also $28,000 in bonds at present unproductive.
h Winter term.

TABLE VI.—*Statistics of institutions for secondary instruction for 1877, &c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Names.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
718	Monticello Academy	....	....	....	×	×	×	163	....	$24, 32	$10, 850	....	....	$2, 453	40	September 2.
719	Sherman Academy	×	0	0	0	×	×	163	0	12	5, 647	$30, 000	$2, 100	....	39	August 1.
720	Nassau Academy*	....	....	....	×	....	×	75	....	20	5, 922	0	0	800	39	September.
721	New Berlin Academy	0	×	×	×	×	×	500	0	3–10	3, 500	....	....	900	39	Sept., 1st Mon.
722	Trinity School	....	....	....	....	×	×	1, 521	56	120	20, 000	....	....	5, 080	40	Sept., 3d Wed.
723	Gormley Seminary*a*	×	....	×	×	0	0	....	....	*a*30	8, 000	....	....	1, 300	38	September 15.
724	Newburgh Institute and Family School for Boys.	....	×	×	×	....	....	400	....	400	30, 000	....	....	....	38	Sept., 2d Tues.
725	New Paltz Academy *b*	×	×	×	×	×	×	600	1	36	7, 000	0	0	2, 160	40	September 10.
726	Academy of the Holy Cross	....	×	×	×	....	×	450	....	....	....	....	....	....	42	Sept., 1st Mon.
727	Boarding and Day School	....	....	....	....	....	....	....	....	....	....	....	....	....	....	
728	Boarding and Day School for Young Ladies.	×	×	×	×	0	0	125	10	60–200	....	....	....	....	35	
729	Classical School	....	....	....	....	....	....	....	....	100–250	....	....	....	....	....	
730	Duane S. Everson's School for Boys	....	×	0	0	....	....	....	....	....	....	....	....	....	....	
731	English and French School	....	×	....	×	....	....	....	....	100–200	....	....	....	....	40	September 20.
732	English, French, and German Boarding and Day School.	×	×	×	×	....	....	....	....	....	....	....	....	....	40	Sept., last Mon.
733	Fezandié Institute	×	×	0	0	×	×	1, 000	0	100–250	....	....	....	....	40	Sept., 3d Tues.
734	Fort Washington French College	×	×	×	×	×	×	700	200	*c*450–700	20, 000	....	....	....	40	September 20.
735	French and English School	....	....	....	....	....	....	....	....	....	....	....	....	....	....	
736	French Protestant Institution	....	×	....	×	....	....	....	....	....	....	....	....	....	40	September.
737	Friends' Seminary	×	×	0	0	×	×	....	....	48–140	75, 000	40, 000	....	....	40	September 12.
738	Holladay Collegiate Institute	×	×	0	0	0	0	0	0	100–300	....	0	0	4, 330	39	September 19.
739	Institute for Young Ladies*	....	×	×	×	×	×	1, 200	300	125	35, 000	....	....	18, 000	39	September 21.
740	Jackson Institute	....	×	×	×	....	....	....	....	50–100	....	....	....	....	40	September 16.
741	John MacMullen's School	×	×	0	0	×	0	500	10	100–250	500	0	0	3, 500	39	September 15.
742	Manhattan Academy	....	....	....	....	....	....	....	....	8–12	55, 000	....	....	....	....	Sept., 1st Mon.

743	Moeller Institute	×	×	×	×	×	×	210	10	40–120	25,000	......	......	9,000	44	September 3.
744	Mount Washington Collegiate Institute.*	×	×	0	0	0	×	......	......	*a*25	40,000	......	......	14,000	40	September 15.
745	Mrs. Froehlich's School*	......	×	×	×	0	0	1,050	50	100	......	......	......	......	40	September 20.
746	Murray Hill Institute*	×	×	0	0	0	0	......	......	150–300	......	0	0	7,000	38	September 18.
747	New York Latin School	×	×	×	×	×	×	1,273	327	100–250	125,000	......	......	17,500	40	September 14.
748	Notre Dame Institute*	......	......	×	×	......	......	50	......	12	50,000	......	......	1,400	43	September.
749	Sachs' Collegiate Institute	×	×	0	0	×	×	......	......	100–200	......	......	......	6,500	42	September 16.
750	St. John's School*	......	×	×	×	0	0	......	......	......	......	......	......	......	40	Sept., last Wed.
751	St. Mary's School	×	×	×	×	......	......	1,000	......	60–125	......	......	......	......	38	September 21.
752	St. Matthew's Academy	......	×	×	......	×	......	......	......	20–60	......	......	......	7,600	40	September.
753	St. Vincent's Free School	0	×	×	0	0	0	60	0	0	......	0	0	0	41⅕	Sept., 1st Mon.
754	School for Boys	×	×	×	......	×	......	......	......	100–200	......	......	......	4,000	40	September 17.
755	School for Girls	×	×	×	0	0	0	......	......	100–250	......	......	......	......	40	October 2.
756	School for Young Ladies	......	......	......	......	......	......	......	......	75–200	......	......	......	......	40	September 27.
757	The Collegiate School	×	......	0	0	......	......	......	......	100–250	......	......	......	......	38	Sept., 3d Mon.
758	The Fifth Avenue School for Boys	......	×	0	0	0	0	300	......	*a*200	......	......	......	14,000	39	September 16.
759	The Misses Marshall's School	......	×	......	......	......	......	......	......	40–114	......	......	......	......	40	September 16.
760	Van Norman Institute	×	×	×	×	0	×	1,200	0	100–250	......	......	......	6,000	40	September 27.
761	Young Ladies' Boarding and Day School.	......	......	......	......	......	......	......	......	......	......	......	......	......	38	Sept., last Thurs.
762	Chili Seminary	......	×	×	×	0	×	500	......	12–30	......	0	0	......	39	Sept., 1st Tues.
763	Granville Military Academy *b*	......	×	×	×	0	×	600	50	51	60,000	0	0	3,600	40	September 12.
764	Rockland College *b*	×	×	×	×	0	×	300	0	70	15,000	0	0	7,500	40	September 10.
765	Rockland Institute	0	×	×	×	0	×	......	......	40–100	60,000	0	0	2,500	36	September 20.
766	De Lancey School	×	×	×	×	0	0	450	25	10–40	10,000	......	......	2,200	40	September 16.
767	Onondaga Academy	×	×	0	×	×	×	1,000	......	24–27	13,500	1,600	112	1,500	40	August 15.
768	Oxford Academy	0	0	×	×	×	×	1,210	5	21–33	12,500	13,000	910	1,475	40	August 20.
769	Sauquoit Academy	×	×	×	×	×	×	1,500	0	*a*25	13,000	0	0	2,100	40	September 1.
770	Villa de Sales, Academy of the Visitation.	......	×	×	×	......	......	600	......	......	......	......	......	......	40	Sept., 1st Mon.
771	Pawling Institute	0	×	×	×	×	×	150	16	18–60	15,000	......	......	1,200	40	September 15.
772	Miss Germond's School	0	×	×	×	0	0	200	......	24–60	......	......	......	......	40	September 16.
773	St. Gabriel's School	......	......	×	×	......	......	......	......	300	......	......	......	......	40	September 21.
774	Peekskill Academy	×	×	×	×	×	×	700	0	60–80	40,000	2,000	......	19,000	40	September 10.
775	Evans Academy	......	......	......	......	......	......	320	......	9–24	9,605	15,000	1,500	284	40	July 1.
776	Pike Seminary	......	......	×	×	×	×	487	......	*a*22½	12,410	27,090	1,500	1,005	40	July 1.
777	Pompey Academy	×	×	×	×	0	0	475	......	18–24	5,400	750	52½	636	39	August 27.
778	Port Chester Commercial, Collegiate, and Military Institute.	......	......	......	×	0	0	......	......	*c*325	20,000	......	......	4,100	40	September 17.
779	Bishop's Select School for Boys*	......	......	......	......	......	......	......	......	80	......	......	......	......	40	September 11.
780	Bockée's Select School for Girls	......	×	×	×	×	×	......	......	54	......	......	......	2,500	39	September 18.
781	Brooks Seminary for Young Ladies	......	×	×	×	×	×	......	......	100	......	......	......	......	40	September 19.
782	Pelham Institute	0	0	0	0	0	0	0	0	50	12,000	......	......	2,800	40	September 9.
783	Poughkeepsie Military Institute*	×	×	×	×	×	×	1,500	......	*c*450	40,000	0	0	*c*12,000	40	September 10.
784	Riverview Academy*	×	×	×	×	......	......	......	......	*c*400	50,000		......	*c*16,000	40	September 13.

*From Report of the Commissioner of Education for 1876.

a Average charge.

b Under the control of the University of the State of New York.

c Board and tuition.

TABLE VI.—*Statistics of institutions for secondary instruction for 1877, &c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
785	Pulaski Academy	×	....	....	×	×	....	500	....	$24	$15, 000	....	....	$2, 569	39	August 26.
786	Chamberlain Institute and Female College.	....	×	×	×	×	×	1, 400	100	15–24	105, 000	$40, 000	$2, 800	4, 000	42	September 1.
787	Red Creek Union Seminary	....	....	....	×	×	....	100	2	21	11, 000	....	....	775	39	August 20.
788	De Garmo Institute	×	×	×	×	×	×	....	....	*a*45	25, 000	0	0	5, 625	40	September 17.
789	Female Academy of the Sacred Heart.	×	×	×	×	×	×	1, 000	....	200	100, 000	....	....	....	40	Sept., 1st Wed.
790	Livingston Park Seminary	....	×	×	×	0	×	300	10	60	25, 000	0	0	5, 000	40	September 16.
791	Miss Cruttenden's English and French School.	×	×	×	×	0	0	400	....	....	....	....	....	....	38	September 13.
792	Nazareth Academy	....	×	×	×	....	....	310	40	200	40, 000	....	....	7, 000	42	Sept., 1st Mon.
793	Rochester Female Academy	....	×	×	×	0	×	250	....	40–50	7, 750	....	....	2, 500	40	Sept., 1st Mon.
794	Rochester Realschule	×	×	×	....	....	×	256	20	13–34	15, 600	....	....	4, 000	48	May 1.
795	St. Patrick's Preparatory Seminary*	....	....	×	×	....	....	....	....	....	....	....	....	....	40	Sept., 1st Mon.
796	St. Peter's Academy	....	×	×	×	....	....	300	25	24	12, 000	....	....	1, 200	44	Sept., 1st Mon.
797	Boarding and Day School for Young Ladies.*	....	×	×	×	....	×	300	....	60	....	....	....	....	40	September 16.
798	Rye Seminary*	....	×	×	×	×	×	1, 000	25	*b*350	55, 000	....	....	....	40	September.
799	Washington Academy*	×	×	×	×	×	×	1, 800	25	25	32, 000	....	....	3, 000	40	Sept., 1st Mon.
800	Temple Grove Seminary	×	×	×	×	×	×	1, 000	....	50	100, 000	0	0	....	36	September 17.
801	Saugerties Institute	0	0	0	0	0	0	0	0	16–60	6, 000	0	0	1, 600	40	September 3.
802	Mt. Pleasant Military Academy	×	×	....	×	....	×	12, 000	10, 000	*b*500	75, 000	....	....	....	40	September 20.
803	Ossining Institute for Young Ladies	×	×	×	×	×	×	1, 200	....	30–60	45, 000	....	....	8, 000	40	September 17.
804	Rev. D. A. Holbrook's Military School.	0	0	0	×	×	0	100	40	80	30, 000	0	0	....	40	September 16.
805	Vireün	0	0	0	0	0	0	0	0	500	25, 000	0	0	....	37	September 13.
806	Sodus Academy	0	×	×	×	×	×	249	3	20	5, 028	0	0	850	42	August 19.
807	Rogersville Union Seminary	0	×	×	×	×	×	225	....	18–27	10, 000	....	....	650	39	August 12.

808	Southold Academy	×	....	....	×	0	0	90	....	28	6,000	....	....	700	40	Sept., 1st Mon.
809	Griffith Institute and Springville Union School.*c*	....	....	×	×	×	×	300	4	*a*19	10,190	10,650	748	420	41	September 1.
810	Methfessel Institute	×	×	×	0	0	×	....	....	*a*90	21,000	0	0	4,330	42	Sept., 1st Mon.
811	Mountain Institute*	×	....	×	×	0	0	0	0	30	12,000	0	0	480	42	Sept., 3d Mon.
812	Irving Institute	×	....	....	×	....	....	1,000	....	500	30,000	....	....	....	40	September 10.
813	Miss Bulkley's School	....	....	×	0	0	0	100	....	....	....	....	....	....	40	September 16.
814	Trinity School	....	×	×	×	0	×	250	60	*b*400	40,000	....	....	15,000	38	Sept., 2d Tues.
815	Troy Academy	×	0	0	0	0	×	160	3	*a*58	16,500	0	0	4,350	40	September 3.
816	Troy Female Seminary	0	×	0	0	×	×	1,500	2	68	75,000	0	0	5,210	40	Sept., 3d Wed.
817	Unadilla Academy	×	×	0	0	×	×	345	....	24	4,115	10,000	700	1,101	40	August 28.
818	Oakwood Seminary	....	×	....	....	×	×	550	....	*a*45	30,000	....	....	*b*8,824	40	September 16.
819	Oakside Family School for Boys	....	×	....	×	....	....	....	....	100	10,000	....	....	2,000	40	Sept., 2d week.
820	Walton Academy and Union School	×	×	×	×	×	×	622	47	*d*30	10,335	....	....	895	42	August 20.
821	Walworth Academy	×	....	×	×	×	×	500	5	21¾	10,000	800	56	1,500	42	July 15.
822	Warrensburgh Academy	0	0	0	×	×	×	192	12	20	4,270	0	0	933	40	September 10.
823	Riverside Seminary	....	....	×	×	×	×	1,000	1,000	24–40	6,000	....	....	....	40	Sept., 1st Monday.
824	West Winfield Academy	×	×	×	×	×	×	1,800	0	*a*21	15,000	0	0	2,300	40	August 1.
825	Alexander Institute	×	×	....	×	×	×	1,000	0	500	30,000	0	0	*b*15,000	39	Sept., 3d Wed.
826	Whitestown Seminary	....	×	×	×	×	×	2,500	0	*a*32	90,000	0	0	3,983	39	August 26.
827	Middlebury Academy	0	0	0	×	×	×	1,200	3	18	15,800	7,000	490	1,188	39	September.
828	Yates Academy	0	0	0	0	0	×	583	0	14–27	4,872	0	....	854	39	Sept., 2d Monday.
829	School for Young Ladies and Children	×	×	×	×	0	0	....	....	60–120	....	....	....	....	38	September.
830	Ravenscroft School	....	....	....	×	....	....	....	....	....	2,000	....	....	....	40	September 3.
831	Belvidere Academy	0	0	0	0	0	0	100	....	24–32	2,000	....	....	500	36	October 1.
832	Brevard Classical School	×	....	×	....	....	....	....	....	10–20	....	....	....	....	40	March 4.
833	Cary Female Seminary*	0	0	×	×	0	0	....	....	35	2,500	....	....	....	40	Jan., 1st Thurs.
834	Hughes's School	0	0	0	0	....	....	200	....	50	3,000	....	....	1,000	40	July, 2d Monday.
835	Charlotte Institute for Young Ladies	×	×	×	×	×	0	0	0	20–60	25,000	0	0	3,000	40	September 20.
836	Scotia Seminary	....	....	×	×	0	0	1,000	400	(*e*)	16,000	....	....	....	32	November 1.
837	Bethel Academy	....	....	....	....	0	0	0	0	15–40	500	0	0	900	40	January 20.
838	Rock Spring Seminary	....	×	....	×	....	×	....	....	10–38	3,000	....	....	....	40	Aug., 2d Wed.
839	East Bend Academy	....	....	×	0	0	0	0	0	20	1,000	0	0	....	40	Jan., 1st Monday.
840	Graham High School	....	....	×	×	....	....	....	25	45	6,000	....	....	....	40	Aug., last Mon.
841	Hicksville Academy	0	0	0	0	0	0	0	0	16	2,000	0	0	700	40	August 1.
842	Hillsboro' Military Academy*	0	0	0	0	×	....	....	....	50	30,000	0	0	2,000	40	July 15.
843	Somerville Institute*	0	0	×	×	×	×	....	....	20–25	500	....	....	....	20	February.
844	Lincolnton Male and Female Academics.	0	0	×	×	0	0	0	0	25–50	2,500	0	0	1,000	40	September 1.
845	Bingham School	....	....	....	....	....	....	....	....	112	25,000	....	....	....	40	July 15.
846	Monroe High School	0	0	×	×	0	×	100	0	*a*36	10,000	0	0	4,000	40	Aug., 1st Mon.
847	Mt. Airy Male High School	0	0	0	0	0	0	0	0	20	1,200	0	0	....	40	January.
848	Mt. Pleasant Female Seminary*	0	×	0	×	0	0	100	6	15–40	3,500	0	0	500	40	Aug., 1st Mon.
849	New Garden Boarding School	....	....	....	....	×	×	1,099	40	30	1,200	8,000	600	1,000	40	November 12.
850	Catawba High School	0	0	×	0	0	×	2,000	0	*a*30	5,000	0	0	1,600	46	Jan., 1st Monday.
851	Locust Hill Seminary	0	×	×	×	0	×	2,000	....	20–50	1,500	0	0	900	40	Aug., 1st Monday.
852	Peace Institute	....	×	×	×	×	×	....	....	40–50	50,000	....	....	....	40	September 15.
853	Raleigh High School*	0	0	0	0	0	0	....	25	*a*50	....	....	....	1,800	40	September.

* From Report of the Commissioner of Education for 1876.

a Average charge.

b Board and tuition.

c Academic department only reported; the Union School is free.

d Free to residents.

e Tuition free except for music.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1877, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
854	Washington School	....	×	×	×	0	0	150	0	*a*$4	$3, 000	....	....	$214	40	Sept., 1st Monday.
855	Reynoldson Male Institute	....	....	×	....	....	....	....	....	....	1, 000	....	....	400	40	October 1.
856	Buckhorn Academy*	×	....	0	0	0	0	1, 000	50	40	1, 000	....	....	800	40	Oct., 1st Monday.
857	Vine Hill Academy	....	×	×	....	0	0	0	0	40	3, 000	....	....	1, 000	40	August 5.
858	Sylvan Academy	....	×	×	×	0	0	....	....	18	1, 500	....	....	....	40	September 9.
859	Hopewell Academy	0	0	0	0	0	0	0	0	20–40	500	$0	$0	406	40	August 1.
860	Rev. Daniel Morrelle's English and Classical School.	0	0	0	0	0	×	2, 000	....	55–75	5, 000	....	....	900	40	Oct., 1st Thurs.
861	Williston Academy*	0	0	×	0	0	0	0	....	8	6, 000	0	0	557	32	October.
862	Wilson Collegiate Institute	×	×	×	×	×	×	1, 200	50	45	15, 000	0	0	3, 500	38	Oct., 1st Mon.
863	Alum Creek Academy	0	×	0	0	×	×	500	200	9¾, 16½	2, 000	....	....	400	39	Sept., 1st Tues.
864	Grand River Institute	....	....	×	×	×	×	800	....	18–24	15, 000	....	....	....	39	August 20.
865	Bartlett Academy	0	0	0	0	0	0	0	0	18–21	2, 500	0	0	....	30	
866	Randall Academy	....	×	×	×	×	×	300	100	25–40	6, 000	....	....	....	46	August 19.
867	Beverly College	0	0	0	0	0	0	0	0	20–25	5, 000	2, 250	180	1, 200	38	April 1.
868	Academy of Central College	0	0	....	×	×	×	500	....	18–24	20, 000	1, 100	80	700	39	Aug., last Wed.
869	Dague's Collegiate Institute	×	×	×	×	×	×	500	....	30–50	*b*900	....	....	1, 200	37	Sept., 1st Wed.
870	Literary Institute of the Sisters of Notre Dame.	×	×	×	×	×	×	2, 000	....	....	....	....	....	....	44	Sept., 1st Mon.
871	Mt. St. Vincent's Academy, Cedar Grove.*	×	×	×	×	....	×	1, 500	100	....	....	....	....	20, 000	36	Sept., 1st Mon.
872	St. Joseph's College	×	×	×	×	×	×	2, 100	....	24–90	55, 000	0	0	4, 000	42	Sept., 1st Mon.
873	Clermont Academy	....	×	×	×	×	×	200	....	30	5, 000	0	0	782	36	Oct., 1st Mon.
874	Cleveland Academy	....	×	×	0	0	×	....	....	80	25, 000	....	....	3, 700	40	September 8.
875	St. Mary's Institute, Nazareth	....	×	×	×	×	0	475	175	9–20	120, 000	....	....	1, 820	43	Sept., 1st Mon.
876	Ewington Academy	....	....	....	....	....	....	....	....	20	1, 500	....	....	....	40	Aug., 1st Mon.
877	Gallia Academy	....	....	×	×	×	×	500	....	21	28, 000	....	....	....	39	September 10.

878	Harcourt Place Academy	.....	.....	.....	×	.....	.....	.....	.....	c400	15,000	.....	.....	5,500	40	Sept., 1st Wed.
879	Germantown Institute	0	0	×	×	0	0	300	25	40	10,000	.....	.....	.....	40	Sept., 1st Thurs.
880	Goshen Seminary	0	0	×	0	.....	.....	100	.....	26⅖	3,000	0	0	500	40	September 3.
881	Harlem Springs Academy	.....	.....	.....	.....	0	×	.....	.....	30–36	10,000	.....	.....	1,200	40	August 20.
882	Hartford Academic Institute	0	0	×	×	0	0	75	.....	18–27	3,000	.....	.....	600	39	August 15.
883	Vermillion Institute	.....	.....	×	×	.....	.....	.....	.....	26–30	10,000	.....	.....	.....	40	November 6.
884	Albany Enterprise Academy	0	0	×	0	0	0	240	0	10½–15	d8,000	0	0	0	12	September 18.
885	Atwood Institute	0	0	×	0	0	0	.....	.....	15	2,500	.....	.....	.....	33	September 1.
886	Lexington Seminary	.....	0	×	×	0	0	0	0	21	2,000	0	0	775	42	August 26.
887	Lodi Academy*	.....	×	×	×	0	0	300	.....	18	30,000	.....	.....	2,500	38	September 1.
888	Madison Seminary	0	0	×	×	0	×	.....	.....	16½–24	4,000	0	.....	600	39	August 28.
889	Morning Sun Academy	0	0	0	0	0	×	300	.....	30	6,000	.....	.....	.....	36	Sept., 1st week.
890	Madison Academy	.....	×	.....	×	×	.....	60	30	25	5,000	.....	.....	700	39	Sept., 1st Mon.
891	New Hagerstown Academy	.....	.....	×	×	.....	.....	.....	.....	18–30	.....	.....	.....	.....	40	Sept., 1st Mon.
892	Poland Union Seminary	.....	.....	.....	×	×	×	300	.....	8–9	20,000	9,000	720	1,500	39	August.
893	Portsmouth Young Ladies' Seminary.	×	.....	×	×	×	×	.....	.....	e65	33,000	.....	.....	2,576	40	September.
894	Academy of the Ursulines	.....	×	×	×	×	×	2,000	.....	c200	.....	.....	.....	.....	40	Sept., 1st Mon.
895	Savannah Male and Female Academy.	0	0	.....	×	×	×	350	0	25, 31	16,000	2,500	160	717	40	August 20.
896	Starr's Institute	0	0	.....	×	.....	.....	100	.....	250	3,500	.....	.....	.....	40	Sept., 1st Mon.
897	Smithville High School	0	0	×	×	0	×	700	100	25	20,000	0	0	3,000	42	August 5.
898	Salem Academy*	×	.....	×	×	×	×	1,000	.....	20–30	2,500	700	60	1,300	40	Sept., 1st Mon.
899	Springfield Seminary	.....	×	×	×	×	×	.....	.....	75	15,000	.....	.....	5,306	40	September 10.
900	Steubenville Female Seminary	.....	×	×	×	×	×	3,000	50	20–38	40,000	.....	.....	.....	40	September 11.
901	Ursuline Academy	×	×	×	×	0	0	.....	.....	.....	.....	.....	.....	.....	.....	September 1.
902	Plains Seminary	0	.....	.....	.....	0	0	.....	.....	25	2,500	.....	.....	600	44	September 1.
903	Twinsburgh Institute	.....	.....	.....	.....	.....	.....	600	.....	10–13½	8,000	.....	.....	.....	40	Aug., 2d Mon.
904	Western Reserve Seminary*	.....	.....	×	×	×	×	500	.....	24	10,000	3,000	200	500	39	August 15.
905	Rayen High School	0	0	0	0	×	×	0	0	(f)	20,000	70,000	5,000	0	38	September 1.
906	Putnam Seminary	.....	×	×	×	0	×	3,000	200	26–45	25,000	10,000	700	.....	42	September 6.
907	Albany Collegiate Institute	×	×	×	×	0	0	300	10	48	15,000	1,000	120	3,200	40	September 2.
908	Ashland Academy	0	×	×	×	0	×	150	20	16–100	14,000	.....	.....	3,800	38	Sept., 1st Mon.
909	Grace Church Parish School	0	0	0	0	0	0	0	0	22½	500	0	0	300	36	Sept., 1st Mon.
910	Baker City Academy	0	0	×	×	×	×	180	40	g24–48	12,000	.....	.....	g2,370	40	Sept., 1st Mon.
911	Notre Dame Academy*	0	0	×	×	0	0	25	.....	20–32	8,000	.....	.....	800	44	Aug., last week.
912	Bethel Institute	.....	×	×	×	×	×	400	.....	8	5,000	h3,000	h360	400	40	October 1.
913	La Creole Academic Institute	.....	.....	×	×	.....	×	.....	.....	15½–26⅔	5,300	4,200	420	1,200	38	Sept., 1st Mon.
914	Grand Ronde Indian Agency Manual Labor, Boarding, and Day School.*	0	×	×	×	0	0	24	4	0	i7,000	.....	j3,100	0	48	July 1.
915	Jefferson Institute	0	.....	0	.....	0	×	.....	.....	g30	5,000	.....	.....	1,200	42	Sept., 1st Mon.
916	Bishop Scott Grammar and Divinity School.	.....	×	×	×	×	×	2,500	.....	40–60	40,000	.....	.....	.....	40	September 3.
917	German Independent School	.....	.....	×	.....	0	.....	.....	.....	2	5,000	.....	.....	.....	41	September 1.
918	St. Mary's Academy*	×	×	×	×	.....	.....	.....	.....	5–10	15,000	.....	.....	.....	44	Aug., last Mon.
919	St. Michael's College	.....	.....	×	×	0	×	300	100	20–36	16,400	.....	.....	1,500	44	Sept., 1st Mon.

* From Report of the Commissioner of Education for 1876.

a For those pupils over 21, and non-residents.

b Apparatus.

c Board and tuition.

d Grounds.

e Average charge.

f Free, but not supported by public tax.

g Partly supported by public tax.

h Has public funds in addition.

i Not including grounds.

j $3,000 from the Government under treaty with Indians, and $100 from pupils' labor.

TABLE VI.— *Statistics of institutions for secondary instruction for 1877, &c.*— Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
920	Academy of Mary Immaculate	......	......	×	×	......	×	300	......	$40	......	......	......	......	44	August 26.
921	Umpqua Academy	0	×	×	×	......	......	300	20	40	$7,000	$0	$0	$2,000	40	September.
922	School for Girls	......	×	......	......	......	×	......	......	80	......	......	......	......	40	September 16.
923	Andalusia Hall	×	×	×	×	0	×	500	0	*a*300	15,000	0	0	5,000	36	September 13.
924	St. Xavier's Academy*	0	×	×	×	0	0	1,200	......	......	100,000	0	0	21,000	42	September 1.
925	Beaver College and Musical Institute	0	×	×	×	×	×	600	50	35	40,000	0	0	5,500	40	September 16.
926	Bishopthorpe School	......	×	×	×	......	......	500	......	425	30,000	......	......	......	39	September 16.
927	Mountain Seminary	......	×	×	×	0	×	700	100	50	30,000	......	......	......	37	September 5.
928	Kallynean Academy	×	×	×	×	×	×	1,000	100	22½	12,000	......	......	1,800	44	August, 1st Mon.
929	Mt. Pleasant Seminary	×	×	......	×	×	×	500	......	25	8,000	......	......	1,000	42	August 1.
930	Family and Day School for Young Ladies.	×	×	×	×	0	×	......	......	40	......	......	......	......	40	September 11.
931	Witherspoon Institute	×	×	×	×	0	0	100	0	15–25	15,000	0	0	......	......	May.
932	Chester Academy	......	×	×	×	×	×	*b*400	10	*c*50	12,000	......	......	3,000	39	Sept., 2d Mon.
933	Maplewood Institute	×	×	×	×	×	×	500	......	*a*200	30,000	......	......	......	40	September 10.
934	Chester Valley Academy	×	×	×	×	×	×	500	......	50	25,000	......	......	......	40	Sept., 1st Wed.
935	Doylestown Seminary	0	×	×	×	0	×	500	......	60	20,000	......	......	......	40	September 3.
936	Linden Female Seminary	......	×	×	×	0	0	......	......	36–60	15,000	......	......	......	40	Sept., 1st Mon.
937	Trach's Academy	......	......	......	×	......	......	15	3	30–75	......	......	......	2,500	44	August 20.
938	Eldersridge Academy	0	0	0	0	0	×	*b*700	50	20–30	2,500	0	0	800	40	Sept., 1st Wed.
939	St. Benedict's Academy	......	×	×	×	0	0	1,300	100	24	......	......	......	......	40	Sept., 1st Mon.
940	Keystone Academy	......	×	×	×	×	×	500	40	30	30,000	......	......	......	40	Sept., 1st Tues.
941	Collegiate Institute	×	×	......	......	......	......	......	......	100	......	......	......	......	40	Sept., 2d Mon.
942	Friends' Graded School	×	×	0	0	0	×	0	0	25–50	10,000	0	0	800	40	Sept., 1st week.
943	Germantown Academy*	......	×	......	......	......	×	200	......	50, 80	50,000	......	......	1,500	40	September.
944	Hollidaysburgh Seminary	×	×	×	×	×	×	1,000	......	50	80,000	0	0	8,000	40	September 12.
945	Eclectic Institute	0	×	×	×	0	×	150	0	40	5,000	2,500	150	1,000	39	Sept., 1st Mon.
946	Hofwyl Academy	0	......	0	×	0	×	300	10	32–60	9,000	0	0	800	40	Sept., 1st Thurs.

947	Leechburg Lutheran Academy *d*	......	0	......	0	......	......	100	......	30	e6,000 (*f*)	(*f*)	(*f*)	(*f*)	40	September 5.
948	English Academy of the University at Lewisburg.	......	×	×	×	×	×	3,000	......	75	35,000	0	0	*a*10,100	40	September 1.
949	Linden Hall Seminary	×	×	......	×	×	×	450	......	46	3,000	......	......	1,750	43	September 3.
950	Lititz Academy	×	×	×	×	×	×	600	......	*a*260–300	30,000	......	......	......	40	September 11.
951	Swithin Shortlidge's Media Academy for Boys.*	×	......	......	......	......	......	......	......	12–28	10,000	......	......	900	40	August 12.
952	Greenwood Seminary	......	×	......	×	×	......	1,000	......	*a*176	12,000	......	......	*a*4,500	44	August 4.
953	Cedar Hill Seminary*	×	×	×	×	×	......	350	......	30, 36	20,000	500	30	2,500	40	September 5.
954	Western Pennsylvania Classical and Scientific Institute.	0	0	×	0	×	×	*g*700	......	27	400	......	......	926	40	October 28.
955	Laird Institute	×	×	×	×	×	×	5,200	30	100	50,000	0	0	*a*10,000	40	September 1.
956	Nazareth Hall	×	×	×	×	×	×	1,040	......	*a*260	40,000	......	......	......	40	September.
957	Treemount Seminary	......	......	......	......	×	×	60	......	30–40	45,000	......	......	......	37	August 27.
958	Lake Shore Seminary	......	......	×	×	0	0	200	25	32–50	65,000	......	......	......	40	September 11.
959	Parkesburg Classical Institute*	×	×	×	......	×	×	......	......	100	......	......	......	......	40	September 16.
960	Academy of the Protestant Episcopal Church.	0	×	×	0	0	×	3,000	60	80–130	30,000	0	0	10,000	40	Sept., 1st Mon.
961	Broad Street Academy	......	×	0	0	0	0	0	......	75–100	5,000	0	0	7,000	42	Sept., 2d Mon.
962	Classical Institute	×	×	0	0	0	×	......	......	100, 120	......	......	......	......	40	Sept., 2d Mon.
963	Classical, Mathematical, and English Seminary.*	×	0	×	0	......	......	......	......	50, 90, 125	......	......	......	......	40	September.
964	English and Classical Institute	......	×	×	......	......	......	......	......	150	......	......	......	......	40	Sept., last week.
965	French and English Academy*	×	×	......	......	×	×	......	......	......	......	......	......	......	41	Sept., 1st Mon.
966	Friends' Central School	0	×	0	0	0	0	0	0	40	40,000	0	0	2,300	40	September.
967	Friends' Girard Avenue School	......	×	0	0	0	0	0	......	28, 36, 40	......	......	......	......	41	Sept. 3.
968	Friends' School	0	×	0	0	×	×	700	......	50–100	20,000	45,000	2,550	4,992	40	Sept., 2d week.
969	Friends' Select School	0	×	0	0	×	×	0	0	36–60	......	......	......	......	40	Sept., 1st Mon.
970	Friends' Select School for Boys *h*	0	0	0	0	×	×	0	0	36–60	......	......	......	......	42	Sept., 1st Mon.
971	Friends' Select School for Girls *h*	×	×	×	×	×	×	7,200	600	0	3,000,000	......	600,000	0	43	January 1.
972	Girard College for Orphans *i*	......	......	......	......	......	......	......	......	......	......	......	......	......	......	
973	Langton Select Academy	×	×	......	......	......	×	......	......	100	*j*5,000	......	......	12,500	40	September 18.
974	Lauderbach Academy*	......	×	×	×	......	......	......	......	40–125	......	......	......	......	......	September 27.
975	Logan Square Seminary for Young Ladies.*	×	×	×	×	0	×	600	50	130	25,000	......	......	6,500	38	September 15.
976	Miss Anable's School for Young Ladies.	......	×	×	×	......	×	......	......	30–80	......	......	......	1,100	40	Sept., 2d Mon.
977	Miss Laird's Seminary for Young Ladies.	......	×	×	×	×	......	200	40	50–100	......	......	......	......	40	Sept., 2d Wed.
978	Philadelphia Seminary	×	×	×	×	0	0	......	......	30	......	......	......	......	42	Sept., 1st Mon.
979	Private School	×	×	0	0	0	......	0	......	90	......	......	......	......	40	September 16.
980	Rittenhouse Academy	×	×	0	0	×	×	......	......	120	40,000	......	......	12,000	40	September.
981	Rugby Academy	......	×	......	......	......	......	......	......	90–140	......	......	......	......	40	Sept., 3d week.
982	St. Sauveur's French and English Academy.	......	×	×	×	0	0	0	0	70–100	......	0	0	640	40	September 15–20.
983	School for Girls															

* From Report of the Commissioner of Education for 1876.
a Board and tuition.
b Belong to literary societies.
c Average charge.
d School closed at present.
e Building and grounds.
f Reported with collegiate department. (See Table IX.)
g Literary societies' library.
h These schools, under the management of the same society of Friends, are connected in matters of business.
i Free by endowment.
j Apparatus.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1877, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
984	School for Young Ladies	......	×	......	......	......	×	......	......	......	......	......	......	......	40	September 16.
985	School for Young Ladies	0	×	0	×	×	×	700	200	$190	$20,000	$0	$0	$10,000	38	September 20.
986	School for Young Ladies	......	......	......	......	......	......	......	......	......	......	......	......	......	......	
987	Seminary for Young Ladies and Little Girls.	......	......	......	......	......	......	......	......	32–125	......	......	......	......	......	
988	Supplee Institute for Young Ladies.*	......	×	×	×	×	×	3,000	100	......	30,000	......	......	......	40	September.
989	Tioga Seminary	......	......	......	......	......	......	......	......	......	......	......	......	......	......	
990	West Chestnut Street Institute	......	......	×	×	......	......	......	......	......	......	......	......	......	......	
991	West Penn Square School	×	×	0	0	......	......	0	0	80–170	......	......	......	......	40	Sept., 4th week.
992	William Penn Charter School	×	×	0	0	×	0	(*a*)	......	80–100	50,000	75,000	4,500	6,477	40	Sept., 2d Tues.
993	Young Ladies' Academy, Mt. St. Joseph.	×	×	×	×	......	×	2,000	50	200	100,000	......	......	......	41	Sept., 1st Mon.
994	Episcopal Classical Academy	0	0	0	0	0	0	......	......	80	......	......	......	3,000	40	Sept., 1st Mon.
995	Cottage Seminary for Young Ladies	×	×	×	×	0	×	450	25	40–50	20,000	0	......	......	40	Sept., 2d Thurs.
996	Reid Institute	......	......	×	×	......	......	500	......	24	9,000	......	......	......	40	October.
997	Clarion Collegiate Institute	0	×	×	×	0	0	100	0	27	10,000	0	0	900	40	April 1.
998	Merrill's Academic School	......	×	×	×	×	×	200	25	60	12,000	0	......	4,357	40	Sept., 1st Mon.
999	Classical department of Missionary Institute.	×	×	×	×	×	×	2,600	28	27–33	15,000	......	......	2,300	39	Aug., 3d Thurs.
1000	Cheltenham Academy	0	0	×	×	0	×	250	50	*b*400	50,000	......	......	......	40	Sept., 3d Wed.
1001	Stewartstown English and Classical Institute.	0	0	×	×	×	0	......	......	30–40	2,400	......	......	500	40	September.
1002	Westtown Boarding School	×	×	0	0	×	×	3,000	100	*b*150	......	......	......	27,000	44	November 1.
1003	Boarding School for Girls	×	×	......	......	......	......	......	......	......	......	......	......	......	40	September.
1004	Susquehanna Collegiate Institute	×	......	×	×	×	×	400	0	*c*28	40,000	......	......	2,500	40	August 27.
1005	Washington Hall Collegiate Institute.	×	×	×	×	0	×	1,487	100	32–80	15,000	0	0	840	40	Sept., 1st Mon.
1006	Hamiltonian Institute	0	0	......	×	0	......	150	20	53	7,500	......	......	2,385	39	Sept., 1st Wed.

1007	Unionville Academy	×	×	×	×	......	×	400	100	36	8,000	......	......	......	36	October 1.
1008	Darlington Seminary for Young Ladies.	......	×	×	×	×	×	500	30	45	25,000	......	500	11,000	40	September 23.
1009	McClellan's Institute for Boys	×	×	×	×	0	×	600	40	*b*350	20,000	......	......	3,500	40	September 12.
1010	Miss Smith's Family and Day School.	0	×	×	×	......	......	......	......	45–100	......	......	......	......	39	September 16.
1011	Home School for Girls	......	×	×	×	×	×	1,000	......	......	......	......	......	......	40	September.
1012	West Philadelphia Academy	......	......	......	......	......	......	......	......	75	......	......	......	......	40	September 20.
1013	Williamsport Dickinson Seminary	×	×	×	×	×	×	2,300	......	23⅓, 33⅓	75,000	0	0	......	40	Sept., 1st Mon.
1014	York County Academy*	0	0	0	0	0	×	0	0	36	10,000	......	500	2,000	40	August and June.
1015	Prince's Hill Family and Day School.	×	×	×	0	×	×	525	25	40–60	8,000	0	0	*b*1,300	40	Sept., 1st Mon.
1016	Family and Day School for Girls	......	......	......	......	......	......	......	......	......	......	......	......	......	36	Sept., 4th week.
1017	William Smith's School	......	......	......	......	......	......	......	......	......	......	......	......	......	......	
1018	Island High School	......	......	......	......	......	......	......	......	......	......	......	......	......	40	Sept., 1st Mon.
1019	Academy of the Sacred Heart	......	×	×	×	......	......	2,491	158	200	75,000	0	0	......	42	Sept., 1st Wed.
1020	English, French, and German Boarding and Day School.*	×	×	×	×	0	×	600	......	125	*d*6,000	......	......	......	40	September 22.
1021	Friends' New England Boarding School.*	......	×	0	0	×	×	3,000	150	*b*100–300	700,000	130,000	8,700	*b*38,000	40	September 6.
1022	St. Mary's Seminary	×	×	×	×	0	0	600	20	250	40,000	......	......	7,500	40	September 1.
1023	Avery Normal Institute	0	×	×	0	0	×	500	0	9	25,000	......	......	1,058	39	October, 1st Mon.
1024	Brainerd Institute *e*	0	0	0	0	0	0	50	0	0	3,500	0	0	0	36	October 1.
1025	Benedict Institute	......	......	×	......	0	0	1,000	100	*f*4	20,000	0	(*f*)	......	40	October 1.
1026	Gowensville Seminary	......	......	×	×	0	0	......	......	12½–36	1,500	......	......	1,115	40	February 1.
1027	Curryton Baptist High School	0	0	×	×	0	0	0	0	*g*25–40	2,500	0	0	......	40	September 3.
1028	Lexington High School	×	×	......	×	0	×	0	0	27½	*d*250	......	......	......	40	September 1.
1029	Limestone Springs Female High School.	......	×	×	×	×	×	......	84	......	50,000	......	......	......	......	
1030	Reidville Female College	......	×	×	×	×	×	500	40	42	1,500	......	......	......	40	Sept., 1st Mon.
1031	Yorkville Female Institute*	0	0	×	×	0	0	0	0	25–50	......	0	0	1,200	40	Sept., 1st Mon.
1032	Masonic Male and Female Academy*	......	......	......	......	......	......	......	......	30	4,000	......	......	1,000	20	August.
1033	J. C. Armstrong's Academy	......	......	......	......	......	......	......	......	......	......	......	......	......	......	
1034	Enon Seminary *h*	......	......	......	......	0	0	......	......	2,000	......	......	......	......	......	
1035	Buffalo Institute	......	×	×	×	......	......	......	......	*g*13½–27½	3,000	......	......	950	36	Sept., 1st Mon.
1036	Centreville Academy	0	0	×	×	0	0	0	0	*cg*37½	4,000	0	0	1,300	40	September 1.
1037	Tracy Academy*	......	......	......	......	0	0	0	......	30–70	1,500	0	0	900	40	January 1.
1038	Chatata Seminary *i*	0	0	×	×	0	0	25	25	10–30	2,000	0	0	1,200	40	August, 1st Thurs.
1039	Clarksville Female Academy	×	×	×	×	×	×	1,500	......	50	75,000	......	......	10,000	......	
1040	Clifton Masonic Academy	0	0	×	×	0	0	0	0	*c*20	*j*2,000	0	0	......	40	Sept., 1st Mon.
1041	Cane Creek Academy*	0	0	0	×	0	0	900	......	5–15	3,500	......	......	1,200	40	August, 1st Mon.
1042	Columbia High School	0	0	0	0	×	0	0	0	*g*52	5,000	......	......	......	40	Sept., 1st Mon.
1043	Tipton Female Seminary	0	0	×	×	0	......	......	......	30–40	3,500	......	......	......	40	August.
1044	Stonewall Male and Female College*	0	0	×	×	0	0	0	......	25, 50	12,000	......	......	2,500	40	Sept., 1st Mon.
1045	Culleoka Institute	......	......	......	......	......	......	600	25	50	2,500	......	......	......	40	August 1.
1046	Lauderdale Male and Female Institute.	0	......	×	×	0	0	0	0	*c*33	3,000	0	0	1,250	40	Sept., 1st Mon.

* From Report of the Commissioner of Education for 1876.

a Have only books of reference.

b Board and tuition.

c Average charge.

d Apparatus.

e For freedmen, under the care of the Presbyterian Church, assisted by the State and Peabody fund.

f Those studying for the ministry free; sustained by American Baptist Missionary Society.

g Partly free.

h School closed at present.

i Buildings destroyed by fire November, 1877.

j Buildings and grounds.

TABLE VI.—*Statistics of institutions for secondary instruction for 1877, &c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1047	Edgefield Female Seminary*	0	0	×	×	0	0	300	......	$40–80	$10,000	....	....	$3,500	40	Sept., 1st Mon.
1048	Edgefield Male Academy	0	0	0	0	0	0	407	103	50	3,500	$0	$0	3,100	40	September 1.
1049	Friendsville Institute*	0	0	0	0	0	×	......	......	....	3,000	0	0	700	36	August 22.
1050	Tannehill College	0	0	0	×	0	0	0	0	a22½	3,500	0	0	1,500	40	Feb., 2d Mon.
1051	Edwards Academy	×	×	×	×	0	0	0	0	27	2,000	0	0	....	36	September 5.
1052	West Tennessee Seminary	......	......	......	×	......	......	......	......	10–30	1,800	....	....	650	40	September 2.
1053	Huntingdon Male and Female Academy.	0	0	×	×	0	0	0	0	26	1,600	....	....	600	40	Sept., 1st Mon.
1054	Sam Houston Academy*	......	......	×	×	......	......	......	......	....	7,000	5,000	500	975	......	
1055	South Normal School and Business Institute (academic department).*	×	×	×	×	0	0	750	......	15–50	5,600	....	....	2,000	40	Sept., 1st Mon.
1056	Greenwood Seminary	×	×	×	×	0	0	4,000	50	300	15,000	2,000	400	5,000	40	Sept., 1st Mon.
1057	Lebanon Female College*	×	......	×	×	0	0	......	......	....	4,000	0	0	2,300	40	Sept., 1st Mon.
1058	Masonic Academy*	0	0	0	0	0	0	0	0	21	2,000	0	0	800	40	Aug., 1st Mon.
1059	Hopewell Academy	0	0	×	......	0	0	0	0	15	1,500	....	....	....	40	September.
1060	Savannah Grove Academy	......	......	×	......	......	......	......	......	15	500	....	....	....	40	January 1.
1061	Loudon High School	......	......	......	×	0	0	0	0	16–48	10,000	0	0	900	40	Aug., 1st Mon.
1062	Lynchburg Male and Female Academy.	×	×	×	×	0	0	0	0	b20–40	1,000	0	0	1,400	20	Aug., 1st Mon.
1063	Macedonia Male and Female Academy.	×	×	×	0	0	0	0	......	c7½–15	3,042	....	....	....	......	
1064	Macedonia Academy	0	0	0	0	0	0	0	......	15–20	1,500	0	0	....	40	Sept., 1st Mon.
1065	Waters and Walling College	......	......	×	×	0	0	0	......	17–40	5,000	....	....	500	40	Aug., 1st Mon.
1066	Martin Male and Female Academy	......	0	×	×	×	×	1,000	200	a30	3,500	0	0	3,000	40	September.
1067	Masonic Female Institute	......	......	×	×	0	0	0	0	37	6,000	....	....	....	40	Sept., 1st Mon.
1068	Bledsoe Institute	......	......	......	......	......	......	......	......	(d)	1,500	....	....	600	40	March, 1st Mon.
1069	St. Mary's School	×	×	×	×	......	×	......	......	....	....	....	....	....	40	September 14.
1070	Morristown Female High School*	......	......	×	×	......	......	......	......	20–40	5,000	....	....	2,000	40	September 1.
1071	Reagan High School	0	0	0	0	0	0	0	0	20	2,200	0	0	600	40	August 27.

1072	Branner Female Institute		×	×	×	×	0	225	25	*b*50	20,000	0	0	1,500	40	September 6.
1073	Mt. Pleasant Female Academy*	0	×	×	×	×	×	100	0	55	5,000	0	0	4,500	40	Sept., 1st Mon.
1074	McMinn County Agricultural and Scientific School.	0	×	×		0	0	0			5,500				40	August 20.
1075	Nashville Normal and Theological Institute.			×	×		×	2,000		*c*9	80,000				36	Sept., 1st Wed.
1076	Holston Seminary	0	0	×	×	0	0	0	0	*a*20	6,000	0	0	800	40	Aug. 1-15.
1077	Oak Hill Institute	0	0	×	×	0	0	50		*b*20-50	3,000	0	0	2,500	40	Aug., 1st Mon.
1078	Ooltewah Academy		×	×						*b*10-20					40	October 1.
1079	Temperance Hall*	×	×	×	×			100	20						20	Aug., 3d Mon.
1080	Mrs. Welch's School			×	×					22-32	5,000			1,500	40	Sept., 1st Mon.
1081	Paris Female Seminary*	0	0	×	×	0	0	600	0	30	13,000	0	0	1,500	40	Sept., 1st Mon.
1082	Woolsey College*									18	4,000				36	
1083	Giles College	0	0	0	0	0	0	0	0	*a*40	10,000	0	0		40	Aug., 1st Mon.
1084	Clear Spring Academy									*b*8-12	3,000				32	September 3.
1085	Ripley Academy*									25	1,500			750	40	Sept., 1st Mon.
1086	West Tennessee Normal School and Business Institute.	×		×		×	×	75	20	32				1,500	40	September.
1087	Sequatchie College				×	0	0		0	16-32	13,000			1,000	40	Mar., 1st Mon.
1088	Madison Academy	0	0	×	×	0	0	0	0	25	500	7,000	400	1,200	40	Aug., 2d Mon.
1089	Shelbyville Collegiate Institute	×	×	×	×	×	×	1,200		34-54	12,000				40	Sept., 1st Mon.
1090	Nourse Seminary			0	×	0	0	0		15-30	2,500				40	
1091	White Seminary									15-30	*f*800				40	Feb., 2d Mon.
1092	Obion College	0	0	×	×	0	0	0	0	20-50	8,000	0	0	0	40	Sept., 1st Mon.
1093	Pleasant Grove Seminary	0	0	0	0	0	0	0	0	$3\frac{1}{4}$	2,000	0	0	275	40	Jan., 1st Mon.
1094	Washington College	0	×	×	×	×	×		0	$13\frac{1}{2}$-26	16,000	4,000	200	360	38	September 9.
1095	German-American Ladies' College	0	×	×	×	0	0	350		30-50						Sept., 1st Mon.
1096	Live Oak Female Seminary	0	0	×	×	0	0	500	0	180	10,000	0	0		42	Feb., 2d Mon.
1097	Gonzales Male and Female College		×	×	×	0	0	0	0	20-40	10,000	0	0	3,500	40	Sept., 1st Mon.
1098	Clark Seminary for Young Ladies*	0	0	×	×	0		300		40-60	20,000	0	0	1,800	40	September 1.
1099	Lancaster Masonic Institute	0	0	×	×	0	0	0		*b*30	3,500				40	Sept., 1st Mon.
1100	River-Side Institute*	0	0	0	0	0	0	0	0	20-50	4,000			1,000	40	September 4.
1101	Wiley University	0	0	0	0	0	0	1,200	500	$6\frac{3}{4}$	6,000	(*g*)	(*g*)	290	36	Sept., 1st Mon.
1102	Pine Hill Academy	0	0	0						*b*25	2,000			600	40	Sept., 1st Mon.
1103	Alamo Select School									*h*2-5	2,000			800	39	September.
1104	St. Mary's Institute*	×	×	×	×	0	×	1,200	0	10-25	60,000				43	Sept., 1st Mon.
1105	Ursuline Convent	×	×	×	×			300		170					36	September 1.
1106	Coronal Institute	0	0	×	×	×	×	100		*a*40	10,000			3,000	40	Sept., 1st Mon.
1107	The Grove Academy			×	×	0	0	0		$22\frac{1}{2}$	4,000				20	Sept., 1st Mon.
1108	AddRan College	×	×	×	×	×	×	250	75	20-40	15,000				36	Oct., 1st Mon.
1109	Barre Academy			×	×	×	×	500		30	20,000			3,000	40	August 20.
1110	Goddard Seminary	0	×	0	×	×	×	875	75	*a*30	75,000	0	0	2,500	40	August 21.
1111	St. Agnes' Hall			×	×			1,000	50	30	10,000				39	September 25.
1112	Mt. Anthony Seminary		×	×	×	0	0	500		40				1,000	40	September.
1113	Bristol Academy	×	×	×	×	×	×	123	23	16-30	4,000			1,000	33	Sept., 2d Tues.
1114	Burlington Young Ladies' School*		×	×	×					50, 75				1,500	37	September.

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* From Report of the Commissioner of Education for 1876.

a Average charge.

b Partly free.

c Per session.

d Five months each year free.

e Receives aid from Baptist Home Missionary Society.

f Grounds and buildings.

g Supported by Freedmen's Aid Society of M. E. Church.

h Per month.

TABLE VI.—*Statistics of institutions for secondary instruction for 1877, &c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins—
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1115	Vermont Episcopal Institute (academical department).	......	×	×	×	×	×	3, 600	12	$50	$30, 000	$0	$0	$1, 500	43	Sept., 1st Wed.
1116	Derby Academy	0	×	×	×	×	×	500	0	*a*20	12, 000	....	300	1, 400	36	September.
1117	Essex Classical Institute	0	0	×	×	0	×	0	0	15–18	5, 000	10, 000	600	900	36	August 29.
1118	Orleans Liberal Institute	......	0	×	0	×	×	75	......	8–16	....	700	40	....	25	September.
1119	Champlain Hall	×	×	×	×	......	......	......	......	*b*20	....	....	....	450	40	Sept., 1st Mon.
1120	Lamoille Central Academy	×	0	×	×	0	0	115	0	13½	1, 000	0	0	125	33	September 4.
1121	Jericho Academy	0	×	0	0	0	0	0	0	12–18	3, 500	....	....	200	33	Sept., 1st Mon.
1122	Black River Academy	......	×	×	×	×	×	100	12	*b*20	5, 000	....	....	426	34	August 27.
1123	Lyndon Literary Institution	......	......	......	×	×	×	200	......	21–30	25, 000	4, 500	250	1, 250	39	Aug., last Tues.
1124	McIndoe's Falls Academy*	......	......	......	×	0	0	0	0	12–15	....	3, 000	200	450	33	September 1.
1125	Morgan Academy	0	0	×	......	0	0	......	......	3	1, 000	1, 400	50	105	12	Sept., 1st Mon.
1126	Montebello Ladies' Institute	......	×	×	×	×	......	1, 500	......	....	....	....	....	....	38	September 19.
1127	Beeman Academy	0	0	×	×	×	×	......	......	21	4, 000	11, 500	500	900	39	September 3.
1128	Norwich English and Classical Boarding School.	......	×	......	×	0	0	150	0	6	4, 000	0	0	168	13	Aug., last week.
1129	Caledonia County Grammar School.	0	×	0	×	×	×	......	......	16	8, 000	14, 000	800	700	41	Sept., 1st Tues.
1130	Troy Conference Academy	×	×	×	×	×	×	580	0	*a*30	45, 000	0	0	5, 256	40	August 28.
1131	Rural Home	0	0	0	×	0	0	0	0	400	7, 000	0	0	....	40	Sept., 1st Wed.
1132	Villa Barlow Boarding and Select School of the Sisters of Notre Dame.	......	×	×	×	......	......	300	100	10–20	10, 000	....	....	....	44	September 1.
1133	St. Johnsbury Academy	×	×	0	×	×	×	340	15	30	90, 000	13, 400	800	5, 500	40	Aug., last Tues.
1134	Vermont Academy	×	×	×	×	×	×	200	200	24–30	2, 500	70, 000	4, 000	945	39	Sept., 1st Wed.
1135	Green Mountain Perkins Academy.	0	0	×	×	0	×	1, 000	0	21	2, 500	14, 000	1, 000	900	34	August 27.
1136	Thetford Academy and Boarding School.	×	......	......	×	×	×	*c*1, 200	......	20–24	10, 000	5, 000	300	800	41	September 2.
1137	Bell Institute	0	0	0	0	......	×	......	......	*d*3–6	500	....	....	200	......	September.

1138	Brattleboro' Academy	0	0	0	0	0	0	150	0	21–27	...	1,000	80	...	37	September.
1139	Abingdon Male Academy	...	...	...	...	...	...	...	...	...	20,000	...	...	...	40	Aug., last Mon.
1140	Alexandria Academy*	...	...	0	0	0	×	150	...	36	7,000	...	...	1,200	42	September 1.
1141	Episcopal High School	0	0	×	0	0	0	0	0	100	15,000	0	0	7,500	38	Sept., 4th Wed.
1142	H. F. Henry's School	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1143	Potomac Academy	0	0	0	0	×	...	...	...	50–80	...	...	...	...	40	Sept., 3d Wed.
1144	St. John's Academy	×	0	0	×	0	×	1,000	10	32–50	8,000	0	0	1,767	42	Sept., 1st Mon.
1145	Yeates' Lower School *e*	0	0	0	0	0	0	0	0	0	3,000	3,000	240	...	41	Oct., 1st Mon.
1146	Yeates' Upper School *e*	0	0	0	0	0	0	0	0	0	3,000	3,000	240	0	41	Oct., 1st Mon.
1147	Bethel Military Academy	0	0	0	0	×	×	500	...	60	25,000	...	5,000	5,500	40	Sept., 3d Thurs.
1148	Sullins Female College	...	...	×	×	...	×	...	...	40	15,000	...	...	3,000	40	Aug., 4th Thurs.
1149	Piedmont Female Institute*	...	×	×	×	0	0	...	...	...	10,000	...	...	2,500	41	September 15.
1150	Culpeper Female Institute	0	0	×	×	...	...	...	...	*f*225	8,000	...	...	...	40	September 16.
1151	Elk Creek Academy	0	0	0	0	0	0	0	0	*d*10–30	1,000	0	0	200	40	September 3.
1152	White Rock Female High School*	...	0	×	×	0	...	...	...	*f*175	5,000	...	...	2,000	36	September 20.
1153	Herndon Female Institute	×	×	×	×	0	0	150	10	*a*20	2,000	0	0	200	38	September 10.
1154	Leesburg Academy	...	×	0	0	0	×	0	0	40–60	1,300	700	...	850	40	Sept., 1st Mon.
1155	Webster Military Institute	...	×	×	...	×	×	3,090	...	40–80	11,000	...	...	2,700	40	September 22.
1156	Locust Dale Academy	...	...	×	×	0	0	300	0	40–50	15,000	0	0	1,600	40	Sept., 3d Mon.
1157	Academy of the Visitation, Monte Maria.	...	×	×	×	...	...	5,560	...	200	...	...	...	...	42	September.
1158	Union Academy*	0	0	0	0	0	0	0	...	...	2,000	0	0	400	40	September.
1159	Landon Female School*	...	...	×	×	...	...	200	...	35	3,000	...	...	400	40	Sept., last Mon.
1160	Suffolk Collegiate Institute	...	×	×	×	0	×	0	0	30–50	5,000	...	...	...	40	September 24.
1161	Suffolk Female Institute	...	...	×	×	0	0	...	...	25–30	...	...	...	...	40	Sept., 2d Wed.
1162	Yelverton Home School for Young Ladies and Children.	...	×	×	×	...	...	...	...	24	...	...	...	...	40	September 10.
1163	Fairfax Hall	×	×	×	×	0	×	400	...	50	15,000	...	...	2,700	40	Sept., 1st Mon.
1164	Prince Edward Academy	0	0	0	0	0	0	0	0	50–60	5,000	0	0	2,000	40	September 1.
1165	St. Mary's Academy	0	0	×	×	...	...	...	...	...	...	...	...	...	44	Sept., 1st Mon.
1166	Academy of the Sisters of St. Joseph.	×	×	×	×	0	0	0	...	9–21	...	...	...	400	40	Sept., 1st Mon.
1167	Academy	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1168	St. Albans Seminary	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1169	Monongalia Academy	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
1170	Morgantown Female Seminary	...	...	×	×	...	...	700	...	16–28	10,000	...	...	...	40	Sept., 1st Wed.
1171	Coalsmouth High School	...	...	...	...	0	0	...	...	36	15,000	...	...	...	40	October 1.
1172	St. Alphonsus' School*	...	...	×	0	0	0	360	20	6	25,000	0	0	2,500	44	September.
1173	Seguin Classical, Commercial, and Musical Institute.	...	×	×	×	...	...	...	...	...	...	...	...	...	44	Aug., last Mon.
1174	Albion Academy and Normal Institute.	×	×	×	×	×	×	260	...	18–24	75,000	4,000	160	3,000	39	Aug., last Tues.
1175	Dupont Academy*	...	...	...	...	...	...	365	...	...	...	...	...	...	...	September 6.
1176	Elroy Seminary	...	...	×	×	...	×	...	...	23¼	3,000	...	...	1,009	39	August 28.
1177	Wisconsin Female College	0	0	×	×	×	0	500	0	28	35,000	1,100	90	2,100	38	September 5.
1178	Lake Geneva Seminary	...	×	×	×	×	0	500	...	20–40	50,000	...	...	3,361	38	September 12.
1179	Jefferson Liberal Institute	...	0	×	×	0	0	300	50	12–20	8,000	0	0	650	36	Sept., 3d Mon.
1180	German and English Academy	×	×	×	0	×	×	500	0	50	30,000	6,500	480	6,000	44	February 1.
1181	St. Mary's Day School	...	×	×	×	×	×	...	...	6–48	...	0	0	...	46	Sept., 1st Mon.

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*From Report of the Commissioner of Education for 1876. *a* Average. *b* Free to a number. *c* The school library has been united with the "Memorial Library." *d* Partly free, but not supported by public tax. *e* The Yeates schools embrace two schools about six miles apart; they have the same board of trustees and are supported by private endowment. *f* Board and tuition.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1877, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is drawing taught?		Is music taught?		Chemical laboratory.	Philosophical cabinet and apparatus.	Library.		Annual charge to each student for tuition.	Property, income, &c.				Number of weeks in scholastic year.	Scholastic year begins —
		Mechanical.	Free hand.	Vocal.	Instrumental.			Number of volumes.	Increase in the last school year.		Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.		
	1	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1182	St. Mary's Institute	×	×	×	×	×	×	1, 500	......	$180	......	......	......	......	44	Sept., 1st Mon.
1183	Lakeside Seminary	×	×	×	×	0	0	500	0	32–50	$15, 000	......	......	$1, 500	40	September 18.
1184	St. Mary's Institute	×	×	×	×	......	×	500	......	......	50, 000	......	......	......	40	Sept.. 1st Mon.
1185	St. Catharine's Female Academy	......	×	×	×	......	......	......	......	150–182	......	......	......	......	44	Sept., 1st Mon.
1186	Rochester Seminary	......	......	......	×	0	×	40	......	25	4, 500	$0	$0	1, 365	38	Sept., 2d Tues.
1187	Seminary of St. Francis of Sales	......	......	×	×	......	×	6, 500	......	165	......	......	......	......	43	Sept., 1st Tues.
1188	Big Foot Academy	0	×	0	0	0	0	......	......	18–24	4, 000	0	......	......	39	Sept., 1st Wed.
1189	Carroll College	......	×	×	......	×	×	1, 100	0	24–32	1, 500	2, 000	125	1, 880	40	Sept., 1st Tues.
1190	Georgetown Collegiate Institute*	×	×	×	×	......	......	500	......	20–75	10, 000	......	......	......	40	September 13.
1191	Georgetown Female Seminary	......	......	×	×	0	×	300	......	......	......	......	......	......	40	September 16.
1192	Georgetown Institute for Males	0	0	0	0	×	......	......	......	......	......	......	......	......	42	Sept., 1st Mon.
1193	Young Ladies' Seminary	......	......	......	......	......	......	......	......	......	......	......	......	......	44	Sept., 1st Mon.
1194	Academy of the Visitation	......	......	×	×	......	×	......	......	*a*15–25	......	......	......	......	43	
1195	Boys' English and Classical High School.	0	0	0	0	0	0	0	0	84	......	......	......	3, 000	40	August, last Mon.
1196	English and French Boarding and Day School.	......	×	......	×	......	......	......	......	50–150	......	......	......	......	40	September 20.
1197	English, French, and Classical Institute.*	×	×	×	×	......	......	......	......	60–100	......	......	......	......	40	Sept., 2d Mon.
1198	Incarnation Church School	0	×	×	×	0	0	250	50	36–65	3, 000	......	......	......	40	September 11.
1199	Miss Calkins' Select School	......	......	......	......	......	......	......	......	......	......	......	......	......	......	
1200	Misses Perley's Select School	......	×	×	......	......	......	......	......	*b*48	......	......	......	......	40	September.
1201	Mt. Vernon Institute	0	......	0	×	0	0	500	0	75–120	0	0	0	......	39	September.
1202	Mt. Vernon Seminary	......	×	×	×	......	......	500	......	60–100	......	......	......	......	40	September 16.
1203	Park Seminary	0	×	0	0	......	......	......	......	80–100	......	......	......	......	40	September 19.
1204	Rittenhouse Academy	0	0	0	0	×	×	......	......	100	6, 500	......	......	3, 100	41	Sept., 2d Mon.
1205	Rosslyn Seminary	......	×	×	×	......	......	40	......	*b*75	......	......	......	......	38	September.

1206	Roys's Classical and Mathematical Academy.	×	×	0	0	×	0	20	5	60	......	0	0	1,000	40	Sept., 1st Mon.
1207	St. Cecilia's Academy*	×	......	×	×	......	×	80	......	32–48	......	......	......	......	44	Sept., 1st Mon.
1208	St. Matthew's Institute	......	×	......	......	×	×	......	......	60	......	......	......	......	42	September 1.
1209	School for Young Ladies	......	......	......	×	......	×	......	......	25	......	......	......	......	39	September 23.
1210	School for Young Ladies and Children.	0	0	0	0	......	......	......	......	......	......	......	......	......	40	September 16.
1211	Select School*	......	×	......	......	......	......	......	......	48	......	......	......	......	40	September 11.
1212	Washington Female Seminary	......	×	×	×	......	×	......	......	32–80	7,000	......	......	......	40	Sept., 2d Mon.
1213	West End Seminary	......	×	......	×	......	......	......	......	44–64	......	......	......	......	40	September.
1214	Young Ladies' Boarding and Day School.	......	×	×	×	......	......	......	......	40–72	......	......	......	......	41	September 6.
1215	Spencer Academy*	......	......	......	......	0	0	300	......	0	......	......	......	0	40	September.
1216	Academy of Our Lady of Light*	......	......	×	×	......	......	......	......	......	......	......	......	......	42	Nov., 1st Mon.
1217	Santa Fé Academy	......	×	×	×	0	0	0	0	24	......	......	......	......	......	
1218	Beaver Seminary	0	0	×	......	0	0	0	0	9–15	1,500	0	0	......	36	September.
1219	St. John's School	0	0	×	0	0	0	200	0	*b*25	*c*5,000	0	500	400	40	Sept., 1st Mon.
1220	Wahsatch Academy	×	×	×	0	0	×	300	100	10	3,000	0	0	......	38	October 1.
1221	School of the Good Shepherd	0	0	×	×	0	0	0	0	10–25	7,000	0	0	800	40	September 1.
1222	Brigham Young Academy	......	×	×	×	0	0	500	123	12–28	15,000	5,000	1,000	2,000	40	August.
1223	Rocky Mountain Seminary	......	......	×	×	......	×	......	......	20–32	55,000	......	(*d*)	2,400	40	August, last Mon.
1224	St. Mark's Grammar School	×	......	×	×	0	×	706	60	24–48	25,000	500	40	2,477	40	August 20.
1225	Salt Lake Collegiate Institute	0	0	×	0	0	0	100	100	24–48	6,000	1,800	......	1,850	40	September 1.
1226	St. Paul's School	×	......	×	×	......	......	100	50	40	......	......	......	......	40	Sept., 1st Wed.

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* From Report of the Commissioner of Education for 1876.

a Probably per term.

b Average charge.

c Grounds and buildings.

d Sustained partly by missionary fund of church.

List of institutions for secondary instruction from which no information has been received.

Name.	Location.
Dadeville Masonic Female Institute.	Dadeville, Ala.
Hamner Hall School for Boys	Montgomery, Ala.
Southwood Select School	Talledega, Ala.
Ursuline Academy of St. John Baptist.	Tuscaloosa, Ala.
Lutheran High School	Fort Smith, Ark.
St. Ann's Academy	Fort Smith, Ark.
St. Mary's Academy	Little Rock, Ark.
Prairie Home Seminary	Rally Hill, Ark.
Batavia Select School	Batavia, Cal.
Napa Seminary	Napa City, Cal.
St. Joseph's Academy	Oakland, Cal.
Howe's High School and Normal Institute.	Sacramento, Cal. (6th st. between J and K).
Sacramento Seminary	Sacramento, Cal. (I st. between 10th and 11th).
Seminary for Young Ladies (Mrs. R. T. Huddart).	San Francisco, Cal.
Academy of our Lady of the Sacred Heart.	Hartford, Conn.
Young Ladies' Boarding and Day School (Mrs. C. E. Richardson).	Stamford, Conn.
Young Ladies' Institute	Windsor, Conn.
St. John's Male Academy	Jacksonville, Fla.
Sisters of the Holy Names	Key West, Fla.
Adairsville High School	Adairsville, Ga.
Academy of the Immaculate Conception.	Atlanta, Ga.
St. Mary's Academy	Augusta, Ga.
Summerville Academy	Augusta, Ga.
Barnesville High School	Barnesville, Ga.
Byron Academy	Byron, Ga.
Camak Academy	Camak, Ga.
Cartersville Seminary	Cartersville, Ga.
Gilmer Street School	Cartersville, Ga.
Centreville High School	Centreville, Ga.
Select School for Boys and Girls.	Cuthbert, Ga.
O. O. Nelson Institute	Dawson, Ga.
Decatur High School	Decatur, Ga.
Hawkinsville High School	Hawkinsville, Ga.
Cherry High School	Houston County, Ga.
Union Springs High School	Murray County, Ga. (874th district).
Mercer High School	Penfield, Ga.
Academy of St. Vincent de Paul.	Savannah, Ga.
Taylor's Creek Academy	Taylor's Creek, Ga.
Kelly Springs School	Washington County, Ga.
Whitesburg Seminary	Whitesburg, Ga.
Ursuline Academy	Alton, Ill.
Loretto Academy	Cairo, Ill.
Benedict Academy	Chicago, Ill.
Chicago Academy	Chicago, Ill. (11 Eighteenth st.).
Institute of the Infant Jesus	Quincy, Ill.
St. Mary's Institute	Quincy, Ill.
The Bettie Stuart Institute	Springfield, Ill.
Our Lady of the Sacred Heart.	Fort Wayne, Ind.
St. Ignatius' School	La Fayette, Ind.
Collegiate Institute	La Grange, Ind.
John Street High School	New Albany, Ind.
St. Joseph's Academy	South Bend, Ind.
St. Paul's Grammar School	Valparaiso, Ind.
Mt. Pleasant High School and Female Seminary.	Mt. Pleasant, Iowa.
School of the Parish of the Good Shepherd.	Frankfort, Ky.
Warrendale College	Georgetown, Ky.
Christian College	Hustonville, Ky.
St. Augustine's Academy	Lebanon, Ky.
Christ Church Seminary	Lexington, Ky.
Lexington Select Male School	Lexington, Ky.
Cedar Grove Female Seminary	Louisville, Ky.
Visitation Academy	Maysville, Ky.
Academy of St. Vincent de Paul.	Morganfield, Ky.
Owenton High School	Owenton, Ky.
Bath Seminary	Owingsville, Ky.
Prof. W. H. Lockhart's School	Paris, Ky.
St. Charles School	Paris, Ky.
Select School	Paris, Ky.
Mt. St. Benedict's Academy	Portland, Ky. (Cedar Grove).
Vanceburg Male and Female High School.	Vanceburg, Ky.
Le Têche Seminary	Baldwin, La.
Feliciana Female Collegiate Institute.	Jackson, La.
D'Aquin Institute	New Orleans, La. (282 Bayou Road).
Institution of the Sisters of St. Joseph.	New Orleans, La. (box 1555).
University School (E.C. Venable).	New Orleans, La.
Ursuline Order	New Orleans, La.
Somerset Academy	Athens, Me.
St. Catharine's Hall	Augusta, Me.
Family School for Girls at "The Willows."	Farmington, Me.
Harpswell Academy	North Harpswell, Me.
Boarding and Day School for Young Ladies.	Portland, Me.
All Saints' School	Baltimore, Md.
Richland School for Boys	Baltimore, Md. (145 Lanvale st.).
School of Letters and Sciences for Boys.	Baltimore, Md. (78 Read st.).
Cambridge Male Academy	Cambridge, Md.
Mt. de Sales Academy	Near Catonsville, Md.
Alnwick Female Seminary	Contee's Station, Md.
St. Joseph's Academy	Near Emmittsburg, Md.
Howard Institute	Matthews' Store P. O., Md.
Mt. St. Agnes' Academy	Mt. Washington, Md.
St. Thomas' Home School	Owings' Mills, Md.
Milton Academy	Philopolis P. O., Md.
Evandale Home School	Near Port Deposit, Md.
Prof. Henry Cragg's Academy	St. Denis, Md.
School for Young Ladies (Mrs. Cushing).	Boston, Mass. (Highlands, 135 Warren st.).
St. Joseph's Select School	Cambridgeport, Mass.
Home and Day school for Girls (Mrs. James P. Walker).	Jamaica Plain, Mass.
Home School for Boys	Marblehead, Mass.
Eaglenest	Newburyport, Mass.
Boarding and Day School (Mrs. M. C. Brooks).	Newton Centre, Mass.
Home School for Boys	Northborough, Mass.
Highland Institute	Petersham, Mass.
St. Francis Xavier's Academy	Baraga, Mich.
Convent of Our Lady of La Salette.	Marquette, Mich.
Assumption School	St. Paul, Minn.
Mrs. Wheaton's Day School	St. Paul, Minn.
St. Louis School	St. Paul, Minn.
St. Paul's Female Seminary	St. Paul, Minn.
Brookhaven High School for Boys.	Brookhaven, Miss.
High School	Fayette, Miss.

List of institutions for secondary instruction, &c.—Continued.

Name.	Location.
Summerville Institute	Gholson, Miss.
Bethlehem Academy	Holly Springs, Miss.
Trinity High School	Pass Christian, Miss.
Yazoo Seminary for Girls	Yazoo, Miss.
St. Vincent's Academy	Cape Girardeau, Mo.
Ingleside Academy	Palmyra, Mo.
Academy of St. Francis de Sales.	Ste. Genevieve, Mo.
Academy of the Sacred Heart	St. Louis, Mo.
Antrim High School	Antrim, N. H
Academic School	Conway, N. H.
Dover High School	Dover, N. H.
Mt. St. Mary's Academy	Manchester, N.H.
Marlboro' Select School	Marlboro', N. H.
Boarding and Day School for Young Ladies (Misses Clarkson and Bush).	Elizabeth, N. J.
Boarding and Day School for Young Ladies (Miss Ranney).	Elizabeth, N. J.
Mr. Young's Classical School for Boys.	Elizabeth, N. J.
Adrian Institute	Iselin, N. J.
St. Elizabeth's Academy	Madison, N. J.
St. Joseph's Preparatory Boarding School.	Near Madison, N. J.
Plainfield College for Young Ladies.	Plainfield, N. J.
Albany Female Academy	Albany, N. Y.
Christian Brothers' Academy	Albany, N. Y.
Alfred University (academic department).	Alfred, N. Y.
St. Elizabeth's Academy	Allegany, N. Y.
English and French Boarding and Day School.	Astoria, N. Y.
French and English Home Academy.	Babylon, N. Y.
Mrs. Wm. G. Bryan's Boarding School for Young Ladies.	Batavia, N. Y.
Dean Female College	Binghamton, N.Y.
Lockwood's Academy	Brooklyn, N. Y.
St. Joseph's Academy	Brooklyn, N. Y.
Select School for Young Ladies (Madame de Castro).	Brooklyn, N. Y. (238 Raymond street).
St. Joseph's Academy	Buffalo, N. Y.
Champlain Union School and Academy.	Champlain, N. Y.
Clarence Classical Union School.	Clarence, N. Y.
Erasmus Hall Academy	Flatbush, N. Y.
St. Mary's Seminary for Boys	Flushing, N. Y.
Gainesville Seminary	Gainesville, N. Y.
Young Ladies' Seminary, Mt. St. John.	Greenbush, N. Y.
Hamilton Female Seminary	Hamilton, N. Y.
Andrew J. Qua's School	Hartford, N. Y.
Monroe Academy and Union School.	Henrietta, N. Y.
Lawrenceville Academy	Lawrenceville, N. Y.
Family School for Young Ladies (Miss Mackie).	Newburgh, N. Y.
Boarding and Day School for Young Ladies (Mrs. J. T. Benedict).	New York, N. Y. (7 E. 42d st.).
Boarding and Day School for Young Ladies (Mrs. Steer).	New York, N. Y. (12 E. 47th st.).
English and French Boarding and Day School (Mrs. Williames).	New York, N. Y. (26 W. 39th st.).
English and French School for Young Ladies (Miss Ayres).	New York, N. Y. (15 W. 42d st.).
English, French, and German Boarding and Day School (Miss Comstock).	New York, N. Y. (32 W. 40th st.).
English, French, and German Boarding and Day School (Mrs. Garretson).	New York, N. Y. (52 W. 47th st.).
English, French, and German School for Young Ladies (Miss Haines).	New York, N. Y. (10 Gramercy Park).
French and English Boarding and Day School (Mlles. D'Ormieulx and Keith).	New York, N. Y. (277 Madison ave. cor. 40th st.).
Gardner Institute	New York, N. Y. (620 5th ave.).
Hendrick Institute	New York, N. Y. (33 W. 42d st.).
Lyons Collegiate Institute	New York, N. Y. (5 E. 22d st.).
Madame deValencia's Institute	New York, N. Y. (33 W. 130th st.).
Madame O. da Silva's School	New York, N. Y. (17 W. 38th st.).
Miss Burgess' School	New York, N. Y. (108 W. 47th st.).
School for Boys (Mrs. George Vandenhoff).	New York, N. Y. (106 W. 42d st.).
School for Young Ladies (Mrs. Griffits).	New York, N. Y. (23 W. 48th st.).
Seabury Seminary	New York, N. Y. (125 W. 42d st.).
Ursuline Academy	New York, N. Y. (East Morrisania).
Home Institute	Nyack, N. Y.
Cary Collegiate Seminary	Oakfield, N. Y.
Cary School	Oakfield, N. Y.
Sisterhood of Gray Nuns	Ogdensburgh, N. Y.
Sisters of St. Ann	Oswego, N. Y.
Parma Institute	Parma, N. Y.
Pelham Female Institute	Pelham, N. Y.
Boys and Girls' School (Miss Woodcock).	Poughkeepsie, N. Y.
Birds' Nest Cottage Home School.	Rhinebeck, N. Y.
Classical School	Rochester, N. Y.
Hartford Academy	South Hartford, N. Y.
Keble School (Mary J. Jackson).	Syracuse, N. Y.
Home Institute	Tarrytown, N. Y.
Jackson Military Institute	Tarrytown, N. Y.
Utica Female Academy	Utica, N. Y.
White Plains Female Institute	White Plains, N. Y.
White Plains Seminary	White Plains, N. Y.
Private School	Dunn's Rock, N. C.
Mills River Academy	Henderson County, N. C.
Female Seminary	Hillsboro', N. C.
Female Seminary	Raleigh, N. C.
St. Augustine's Normal School and Collegiate Institute.	Raleigh, N. C.
Ursuline Academy	Cleveland, Ohio.
St. Aloysius Seminary	Columbus, Ohio.
Friends' Boarding School	Mt. Pleasant, Ohio.
Carleton College	Syracuse, Ohio.
St. Mary's Academy for Young Ladies.	Jacksonville, Oreg.
Portland Academy and Female Seminary.	Portland, Oreg.
St. Paul's Academy	St. Paul, Oreg.
Academy of the Sacred Heart	Salem, Oreg.
St. Paul's Academy	Salem, Oreg.
Bellefonte Academy	Bellefonte, Pa.
Bethlehem Home School for Boys.	Bethlehem, Pa.
Columbia High School	Columbia, Pa.
Boarding School for Young Ladies (Mary B. Thomas' sisters).	Downingtown, Pa.
Boarding and Day School for Young Ladies.	Germantown, Pa. (5254 Germantown ave.).

List of institutions for secondary instruction, &c.— Continued.

Name.	Location.
School for Young Ladies (Miss Julia A. Wilson).	Germantown, (Phil.), Pa. (103 Harvey st.).
Academy of our Lady of the Sacred Heart.	Harrisburg, Pa.
St. Mary's Academy for Young Ladies.	Hollidaysburg, Pa.
Collegiate Institute	Jersey Shore, Pa.
Eaton Female Institute	Kennett Square, Pa.
St. Xavier's Academy	Latrobe, Pa.
Academy of the Assumption	Philadelphia, Pa.
Academy of the Sisters of Mercy.	Philadelphia, Pa.
Boys' Select School	Philadelphia, Pa. (Cherry st., above 9th).
Collegiate School	Philadelphia, Pa. (s. w. cor. Broad and Walnut sts.).
Collegiate School	Philadelphia, Pa. (16th and Spruce sts.).
Convent of the Society of the Holy Child Jesus.	Philadelphia, Pa.
East Walnut Street Female Seminary.	Philadelphia, Pa. (1221 Walnut st.).
English and Classical School for Boys.	Philadelphia, Pa. (n. w. cor. 40th and Sansom sts.).
Ingleside Seminary	Philadelphia, Pa. (1532 Spruce st.).
Miss E. M. Bennett's School	Philadelphia, Pa. (637 W. 17th st.).
Miss V. P. Brown's School	Philadelphia, Pa. (1907 Pine st.).
Mt. Vernon Seminary and Kindergarten.	Philadelphia, Pa. (612 N. 13th st.).
St. Joseph's Academy	Philadelphia, Pa.
Select School, (Mr. E. Roberts)	Philadelphia, Pa. (1712 Jefferson st.).
Ury House Academy	Philadelphia, Pa. (Oxford Church P. O.).
Wallace Street Seminary for Young Ladies.	Philadelphia, Pa. (1806 Wallace st.).
The Bishop Bowman Institute	Pittsburgh, Pa.
St. Benedict's Academy	St. Mary's, Pa.
Catholic Female Seminary	Sharon Hill, Pa.
Convent of the Sacred Heart	Torresdale, Pa.
Academy of the Immaculate Heart, Villa Maria.	West Chester, Pa.
Mantua Academy	West Philadelphia, Pa. (Powelton avenue and 35th st.).
Academy of the Sacred Heart	Newport, R. I
St. Bernard's Academy	Woonsocket, R. I.
Academy of our Lady of Mercy	Charleston, S. C.
Ursuline Institute (Valle Crucis).	Near Columbia, S. C.
Brewer Normal School	Greenwood, S. C.
Academy of Our Lady of Mercy	Sumter, S. C.
St. Stephen's School	Willington, S. C.
Oak Grove Academy	Cave Spring, Tenn.
Chapel Hill High School	Chapel Hill, Tenn.
Female Institute	Chattanooga, Tenn.
Flag Pond Seminary	Flag Pond, Tenn.
Harrison High School	Harrison, Tenn.
Fairmount	Moffat, Tenn.
Oak Grove Academy	Pin Hook Landing, Tenn.
Powder Springs Academy	Powder Springs, Tenn.
Fulton Academy	Smithville, Tenn.
Cumberland Institute	Near Sparta, Tenn.
Spring Hill Female Academy	Spring Hill, Tenn.
Walnut Grove Academy	Walnut Grove, Tenn.
Watauga Academy	Watauga, Tenn.
Oakland Male and Female Academy.	Waynesboro', Tenn.
Convent of the Incarnate Word	Brownsville, Tex.
Ursuline Academy	Laredo, Tex.
St. Mary's Hall	San Antonio, Tex.
Convent of Our Lady of Vermont.	East Rutland, Vt.
New Hampton Institute	Fairfax, Vt.
Hardwick Academy	Hardwick, Vt.
Londonderry Academy	Londonderry, Vt.
Shoreham Central High School	Shoreham, Vt.
Underhill Academy	Underhill, Vt.
Academy of the Visitation	Abingdon, Va.
St. Mary's Academy	Alexandria, Va.
Ann Smith Academy	Lexington, Va.
St. Mary's Academy	Norfolk, Va.
St. Patrick's Female Academy	Richmond, Va.
Southern Female Institute	Richmond, Va.
Oak Hill Institute	Wadesville, Va.
Academy of the Visitation	Mt. de Chantal, near Wheeling, W. Va.
Lindsley Institute	Wheeling, W. Va.
St. Joseph's Academy	Wheeling, W. Va.
St. Mary's School	Wheeling, W. Va.
Waupaca County Academy	Baldwin's Mills, Wis.
Gymnasium der Evangel.-Luth. Synode von Wisconsin.	Watertown, Wis.
Academy of the Visitation	Georgetown, D. C.
Academy of the Sacred Heart of Mary.	Washington, D. C.
Capitol Hill Female Seminary	Washington, D. C. (217 A st. s. e.).
Emerson Institute (Charles B. Young, jr.).	Washington, D. C. (14th st., bet. I and K).
Pinkney Institute	Washington, D. C. (1403 New York ave.).
Thompson Academy	Washington, D. C.
Young Ladies' Seminary (Miss M. J. Harrover).	Washington, D. C. (1336 I st.).
Cherokee Female Seminary	Near Tahlequah, Ind. Ter.
St. Michael's College	Santa Fé, N. Mex.
University of Washington Territory.	Seattle, Wash.
St. Joseph's Academy	Steilacoom, Wash.

TABLE VI.—*Memoranda.*

Name.	Location.	Remarks.
Rev. N. H. Eggleston's English and Classical School for Boys.	Granby, Conn	Removed to Williamstown, Mass.
Home School for Young Ladies (Mrs. J. S. Harlem).	Norwalk, Conn	Closed.
Taylor Academy	Wilmington, Del	Sold to the city.
Peach Orchard High School	Buena Vista, Ga	Suspended.
Corinth Academy	Corinth, Ga	See St. Cloud High School; identical.
Flemington Institute	Flemington, Ga	Name changed to Tranquil Institute.
Hilliard Institute	Forsyth, Ga	Suspended.
Macon County Seminary	Hicks' Mills, Ga	Not found.
Washington Institute	Linton, Ga	Name changed to Adams' Practical School.
Mt. Zion Institute	Mt. Zion, Ga	Not found.
Masonic Institute	Ringgold, Ga	Closed.
D. Campbell's Home School	Rutledge, Ga	Closed.
Toccoa Collegiate Institute	Toccoa, Ga	Not found.
St. Francis Xaverius' School	Dyerville, Iowa	For primary instruction only.
New Providence Academy	New Providence, Iowa	Closed.
La Rue County High School	Buffalo, Ky	See La Rue English and Classical Institute; identical.
Flemingsburg Seminary	Flemingsburg, Ky	Merged into Kalamont High School.
Kentucky High School	Frankfort, Ky	Name changed to Kentucky Eclectic Institute.
Clay Seminary	Manchester, Ky	Closed.
Patterson Female Institute	North Middletown, Ky	Closed.
St. Vincent's Academy	Fairfield, La	Not in existence.
Blue Hill Academy	Blue Hill, Me	Temporarily closed.
Houlton Academy	Houlton, Me	See Table VII.
Melrose School	Baltimore, Md	Closed.
Samuel T. Lester's Seminary for Young Ladies and Girls.	Baltimore, Md	Closed.
Darlington Academy	Darlington, Md	Became a part of the public school system, September, 1877.
St. Clement's Hall	Ellicott City, Md	Closed.
Mechanicstown Male and Female Seminary.	Mechanicstown, Md	Closed.
Codman Mansion Home School	Boston, Mass. (24th ward)	Closed.
Hopkins Academy	Hadley, Mass	Now a free high school.
Preston Cottage School	Newton, Mass	Closed and succeeded by Hillside Boarding and Day School.
Select School	Mankato, Minn	Probably now a part of the public school system.
Red Wing Collegiate Institute	Red Wing, Minn	Sold to the Norwegian Lutherans.
Iuka Collegiate Institute	Iuka, Miss	See Iuka Presbyterial Male High School.
Parks' Female Institute	Ripley, Miss	Closed.
Lincoln Institute	Jefferson City, Mo	See Table III.
Van Rensselaer Academy	Rensselaer, Mo	Suspended.
Lake Village Select School	Lake Village, N. H	Now a public grammar school.
Landaff High School	Landaff, N. H	Only a common school.
Raymond High School	Raymond, N. H	Has no permanent instructors.
Farnum Preparatory School	Beverly, N. J	See Table VII.
Bound Brook Institute	Bound Brook, N. J	Closed.
Hulse Seminary	Newark, N. J	Suspended.
Boarding and Day School (Misses French and Randolph).	New Brunswick, N. J	Removed to Baltimore, Md.
Boarding and Day School for Young Ladies (Misses Bucknall).	New Brunswick, N. J	Name changed to Cedar Grove Boarding School for Young Ladies.
Tyng Seminary	Orange, N. J	Not found.
A. T. Baldwin's Private School for Boys	Brooklyn, N. Y. (25 Tompkins Place).	Suspended.
Remsen Street School	Brooklyn, N. Y	See Columbian Institute; identical.
St. Mary's Academy	Brooklyn, N. Y	See St. Mary's School; probably identical.
Bede Hall (boarding school for boys)	Cooperstown, N. Y	Suspended.
Boarding and Day School on the Hudson (Miss E. E. Dana).	Dobbs' Ferry, N. Y	Removed to Morristown, N. J.
Marshall Seminary of Easton	Easton, N. Y	Name changed to Friends' Seminary of Easton.
Half Moon Institute	Half Moon, N. Y	Sold to the district.
Kearsarge School for Boys	Kingston, N. Y	Closed.
Jackson Institute	Morrisania, N. Y	See Jackson Institute, New York, N. Y. (Boston ave. and 167th street); identical.
Charlier Institute for Young Ladies	New York, N. Y	Succeeded by French and English School, Mlle. Lenz, principal.
Dr. Van Norman's Classical School	New York, N. Y	Name changed to Van Norman Institute.

TABLE VI.—*Memoranda*—Continued.

Name.	Location.	Remarks.
English, French, and German School for Young Ladies (Miss C. A. Hinsdale).	New York, N. Y	Closed.
Fort Washington English and French Institute.	New York, N. Y	Closed and succeeded by Fort Washington French College.
German-American Institute	New York, N. Y. (336 W. 29th street).	See Moeller Institute; identical.
Girard Institute	New York, N. Y	Not found.
Lespinasse Fort Washington Institute	New York, N. Y	Closed.
Mr. Hammond's School	New York, N. Y. (40 W. 29th street).	Not found.
Park Institute	New York, N. Y	See New York Latin School; identical.
North Granville Seminary	North Granville, N. Y	Not in existence.
Ogdensburg Educational Institute	Ogdensburg, N. Y	Not in existence.
Boys and Girls' Institute (Mrs. Clearwater).	Poughkeepsie, N. Y	Closed.
St. Mark's School	Near Rochester, N. Y	Closed.
Trumansburg Academy	Trumansburg, N. Y	Not in existence.
Howland School	Union Springs, N. Y	See Table VIII.
Woodhull Academy	Woodhull, N. Y	Now a part of the public school system.
Locust Hill Seminary	Yonkers, N. Y	Name changed to School for Young Ladies and Children.
Yonkers Military Academy	Yonkers, N. Y	Not in existence.
Mohegan Lake School	Yorktown, N. Y	Not in existence.
Harlowe Creek Academy	Carteret County, N. C	Only a common school.
Biddle Memorial Institute	Charlotte, N. C	Now Biddle University; see Table IX.
Lovejoy Academy	Raleigh, N. C	Not found.
Wentworth Male Academy	Wentworth, N. C	Not found.
Stantonsburg High School	Wilson County, N. C	See Hopewell Academy, Stantonsburg; identical.
Yadkinville School	Yadkinville, N. C	Not found.
Canton Collegiate Institute	Canton, Ohio	Closed.
Maineville Academy and Training School	Maineville, Ohio	Now a public high school.
Koch and Crumbaugh's School	Toledo, Ohio	Closed.
Canaan Academy	Windsor, Ohio	Not in existence.
Young Ladies' Seminary	Carlisle, Pa	Not in existence.
Ercildoun Seminary for Young Ladies	Ercildoun, Pa	Removed to West Chester under the name of Darlington Seminary for Young Ladies.
Friends' Select School	Germantown, Pa. (Germantown ave.).	See Philadelphia.
Mt. Dempsey Academy	Landisburg, Pa	Not in existence.
Muncy Seminary	Muncy, Pa	Removed.
Aldine English and Classical Institute	Philadelphia, Pa	See English and Classical Institute; identical.
Boarding and Day School for Young Ladies (Miss Eldredge).	Philadelphia, Pa. (611 Marshall street).	Closed.
School for Young Ladies (Anne V. Buffum).	Philadelphia, Pa	Not in existence.
Select Private School (Miss F. Creighton).	Philadelphia, Pa	Not in existence.
Washington Institute for Young Ladies (Miss Mary E. Clarke).	Philadelphia, Pa	See Seminary for Young Ladies and Little Girls (probably identical).
West Penn Square Academy	Philadelphia, Pa	Closed and succeeded by Langton Select Academy.
West Walnut Street School	Philadelphia, Pa. (1519 Walnut street).	Not in existence.
Eildon Seminary	Shoemakertown, Pa	Closed.
Lexington Female High School	Lexington C. H., S. C	Closed.
Male High School	Columbia, Tenn	See Columbia High School.
Rhea Academy	Greeneville, Tenn	Closed and succeeded by Edwards Academy.
McKenzie College (preparatory department).	McKenzie, Tenn	See Table VII.
McMinn Grange High School	Mouse Creek, Tenn	See McMinn County Agricultural and Scientific School; identical.
Chattanooga High School	Ooltewah, Tenn	See Ooltewah Academy; probably identical.
Owensville High School	Owensville, Tex	Not found.
Christ Church School	Fairfax, Vt	Closed and succeeded by Champlain Hall, Highgate.
Church and Home School for Girls and Small Boys.	Herndon, Va	See Herndon Female Institute; identical.
English and French School for Young Ladies (Miss S. L. Jones).	Washington, D. C. (121 Maryland ave. n. e.).	Removed; not found.
Muskogee Institute	Eufaula, Ind. T. (Creek Nation).	Closed.
English and Classical School	Santa Fé, N. Mex	Closed.

TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for 1877; from replies to inquiries by the United States Bureau of Education.*

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Number of instructors.	Students.							Number of years in full course of study.	Number of weeks in scholastic year.
								Number preparing for classical course in college.	Number preparing for scientific course in college.	Number of other students.	Age required for admission.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.	Completed course at close of last academic year, and did not enter other institutions.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Oak Mound School for Boys	Napa, Cal	....	1873	C. M. Walker, A. B	....	5	12	15	51	8	2	....	6	3–5	42
2	California Military Academy	Oakland, Cal	....	1865	Rev. David McClure, PH. D	Non-sect	8	11	21	83	12	8	5	....	4	40
3	Oakland High School	Oakland, Cal	0	....	J. B. McChesney	....	6	15	25	180	14	....	....	....	3	43
4	Franciscan College	Santa Barbara, Cal	1876	1868	Very Rev. J. M. Romo, O. S. F	R. C	5	0	0	68	10	....	....	4	....	....
5	Santa Barbara College	Santa Barbara, Cal	1869	1871	Mrs. E. P. Keeney	Non-sect	12	6	6	40	12	4	....	6	6	40
6	Jarvis Hall	Golden, Colo	....	1870	Rev. T. L. Bellam, A. M	P. E	3	4	....	20	12	....	....	....	4	40
7	Hartford Public High School	Hartford, Conn	0	1847	Joseph Hall, A. M	Non-sect	15	125	45	300	12	13	6	38	4	40
8	Collegiate and Commercial Institute	New Haven, Conn	9	1836	William H. Russell, A. M	Non-sect	13	25	15	60	12	....	....	....	0	38
9	Hopkins Grammar School	New Haven, Conn	1660	1664	William L. Cushing, rector	....	7	120	30	0	12	26	5	2	5	38
10	Norwich Free Academy	Norwich, Conn	....	1855	William Hutchison, A. M	Cong	6	35	5	100	(*a*)	5	0	10	4	39
11	Connecticut Literary Institution	Suffield, Conn	1833	1833	J. A. Shores, A. M	Baptist	7	52	12	80	13	2	0	7	4	40
12	Woodstock Academy	Woodstock, Conn	....	....	Charles F. W. Hubbard	Non-sect	3	6	....	....	(*a*)	....	....	....	....	39
13	South Georgia Male Institute	Dawson, Ga	1872	1872	Allen and Lowrey	M. E. So	2	....	....	53	(*a*)	....	....	....	....	40
14	Allen Academy and Polytechnic Institute.	Chicago, Ill. (663 Michigan ave.).	....	1874	Ira W. Allen, A. M., LL. D	Non-sect	15	40	52	27	10	....	....	....	8	40
15	Lake Forest Academy	Lake Forest, Ill	1857	1857	Albert R. Sabin, A. M	Presb	10	36	5	40	10	10	4	4	5	40
16	St. Francis Solanus College	Quincy, Ill	1873	1859	Rev. P. A. Müller, O. S. F	R. C	....	....	....	....	....	....	....	....	....	....
17	Indianapolis Classical School	Indianapolis, Ind	....	1876	Theodore L. Sewall, A. B., Wm. F. Abbot.	....	3		(40)		12	1	....	....	5	38
18	Burlington Collegiate Institute	Burlington, Iowa	1852	1852	L. E. Wortman, A. B	Baptist	5	6	....	69	(*a*)	1	0	0	3	38
19	Preparatory department of Griswold College.	Davenport, Iowa	1859	1860	Prof. D. S. Sheldon, A. M	P. E	3	14	....	30	(*a*)	....	....	....	3–4	40

a None specified.

TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for 1877, &c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Number of instructors.	Students.							Number of years in full course of study.	Number of weeks in scholastic year.
								Number preparing for classical course in college.	Number preparing for scientific course in college.	Number of other students.	Age required for admission.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.	Completed course at close of last academic year, and did not enter other institutions.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
20	Edward Little High School*	Auburn, Me	......	1867	Charles E. Fish	....	3	25	0	70	15	5	....	10	4	33
21	Hebron Academy	Hebron, Me	1874	1875	John F. Moody	Baptist	4	45	8	60	(*a*)	13	1	4	3	33
22	Houlton Academy	Houlton, Me	1847	1847	W. S. Knowlton, A. M.	Baptist	....	....	....	....	....	....	....	......	....	....
23	Nichols Latin School	Lewiston, Me	......	1856	Fritz W. Baldwin, A. M.	Free Bap.	5	60	0	6	13	10	0	0	3	39
24	Maine Central Institute*	Pittsfield, Me	1866	1866	Kingsbury Bachelder, A. M.	F. W. B.	7	60	0	80	(*a*)	7	0	15	3, 4	40
25	Waterville Classical Institute	Waterville, Me	1842	1829	James H. Hanson, LL. D.	Baptist	5	79	0	*b*96	(*a*)	27	0	10	3	40
26	Lebanon Academy*	West Lebanon, Me	1850	1850	George F. Chace, A. M.	F. W. B.	2	2	....	28	(*a*)	....	....	......	4	42
27	Friends' Elementary and High School	Baltimore, Md. (Lombard st. near Eutaw).	......	1864	E. M. Lamb	Friends	13	10	1	225	8	5	1	......	9	40
28	Rockville Academy	Rockville, Md	1809	1809	John P. Clark, PH. D.	Non-sect	1	4	1	14	12	1	0	0	4	44
29	Phillips Academy	Andover, Mass	1780	1778	C. F. P. Bancroft, PH. D.	Non-sect	7	100	77	0	(*a*)	24	4	16	3, 4	38½
30	Chauncy Hall School	Boston, Mass. (259 Boylston st.).	0	1828	T. Cushing, W. H. Ladd, and H. B. Cushing.	....	17	(40)		150	4	4	5	......	14	40
31	English and Classical School for Boys	Boston, Mass. (10 Somerset st.).	......	1860	W. N. Eayrs, A. B.	....	5	20	7	13	10	6	1	5	6	40
32	Private Classical School	Boston, Mass. (20 Boylston Place).	0	1868	John P. Hopkinson	....	5	(59)		2	10	10	1	0	7	38
33	Private Classical School	Boston, Mass. (40 Winter st.)	0	1866	G. W. C. Noble, A. M.	Non-sect	5	65	....	5	10	9	....	......	6	40
34	Private Latin School*	Boston, Mass. (80 Charles st.)	......	1872	Henry S. Mackintosh, A. M.	....	5	30	0	....	9	0	0	0	5	40
35	Public Latin School	Boston, Mass. (Bedford st.)	......	1635	Moses Merrill	....	18	(431)		0	9	32	1	1	8	40
36	Day and Family School for Young Men.	Cambridge, Mass. (123 Inman st.).	......	1865	Joshua Kendall	....	2	12	....	4	14	6	....	......	....	38
37	High School *c*	Cambridge, Mass	......	1848	William F. Bradbury (acting).	Non-sect	12	100	0	375	(*a*)	21	1	39	5, 4	40
38	Public High School	Concord, Mass	......	......	William L. Eaton	....	5	10	....	42	14	0	1	0	4	40

39	Williston Seminary	Easthampton, Mass	1841	1841	James M. Whiton, PH. D	Cong	10	90	70	50	17	23	8	18	3–4	39
40	Lawrence Academy	Groton, Mass	1793	1793	E. S. Ball, A. M	......	4	14	....	39	(a)	1	....	4	1–3	39 2/7
41	Monson Academy	Monson, Mass	1804	1806	Rev. Charles Hammond, LL. D	Non-sect	4	25	5	97	12	2	....	1	3	39
42	Mr. Knapp's Home School for Boys	Plymouth, Mass	......	1867	Frederick N. Knapp	Liberal	3	4	2	6	10	....	....	......	6	40
43	Adams Academy	Quincy, Mass	1822	1872	W. R. Dimmock, LL. D	Non-sect	8	112	....	....	13	18	....	1	4	38
44	St. Mark's School	Southborough, Mass	1865	1865	Rev. J. I. T. Coolidge, D. D	Episcopal	5	44	0	0	12	14	....	3	6	....
45	Greylock Institute	South Williamstown, Mass	0	1842	Benjamin F. Mills, A. M	Cong	8	30	5	40	(a)	6	3	0	4	38
46	Springfield Collegiate Institute	Springfield, Mass	......	1874	Rev. M. C. Stebbins, A. M	......	....	....	....	....	....	....	....	......	....	....
47	Edwards Place School	Stockbridge, Mass. (box 152)	......	1855	Ferdinand Hoffmann	Non-sect	1	4	2	....	12	3	....	......	....	52
48	West Newton English and Classical School.	West Newton, Mass	1855	1854	Nathaniel T. Allen, A. M	Non-sect	12	16	12	44	10	3	4	10	8	38
49	Worcester Academy	Worcester, Mass	1834	1834	Nathan Leavenworth, A. B	Baptist	6	25	0	47	14	9	1	1	4	40
50	Austin Academy	Centre Strafford, N. H	1830	1831	Sullivan C. Kimball	Free Bap	1	2	....	43	(a)	....	....	......	3	....
51	St. Paul's School	Concord, N. H	1855	1856	Rev. H. A. Coit, D. D	Episcopal	15	187	10	0	12	18	6	14	6	37
52	Phillips Exeter Academy	Exeter, N. H	1781	1783	Albert C. Perkins, A. M	Non-sect	6	182	0	23	13	38	1	7	4	38
53	Kimball Union Academy	Meriden, N. H	1813	1815	George J. Cummings, M. A	Cong	7	40	10	50	14	12	0	11	4	39
54	New London Literary and Scientific Institution.	New London, N. H	1854	1853	Rev. J. F. Morton, A. M	Baptist	7	10	....	65	0	4	1	11	4	40
55	Farnum Preparatory School	Beverly, N. J	1856	1856	J. Fletcher Street, A. M. (resident principal).	......	6	....	....	120	(a)	0	0	3	10	40
56	Peddie Institute	Hightstown, N. J	......	1869	Rev. E. J. Avery, A. M. (pres't)	Baptist	6	10	4	50	12	....	20	4	4	40
57	Stevens High School	Hoboken, N. J	0	1870	Rev. Edward Wall, A. M	Non-sect	8	....	14	28	(a)	....	11	8	4	38
58	Princeton College Preparatory School	Princeton, N. J	......	1872	Rev. Charles J. Collins, A. M	Non-sect	4	39	11	....	(a)	....	....	......	4	36
59	Cazenovia Seminary	Cazenovia, N. Y	1825	1824	Rev. W. S. Smyth, A. M., PH. D	M. E	13	70	33	513	13	17	3	13	3	39
60	Claverack College and Hudson River Institute.	Claverack, N. Y	1854	1779	Rev. Alonzo Flack, PH. D	Non-sect	20	45	....	202	(a)	8	....	12	6	39
61	Fort Edward Collegiate Institute	Fort Edward, N. Y	1854	1854	Rev. Joseph E. King, D.D., PH. D	Non-sect	15	70	20	220	14	11	5	29	3	39
62	Colgate Academy	Hamilton, N. Y	1853	1834	Francis W. Towle	Baptist	6	96	6	14	12	9	0	4	3	38
63	Cook Academy*	Havana, N. Y	1872	1873	A. C. Winters, A. M	Baptist	8	30	5	145	....	2	0	5	3	40
64	Ithaca High School	Ithaca, N. Y	......	1875	Fox Holden	Non-sect	6	30	40	70	(a)	10	....	6	4	39
65	Mr. Kinne's School	Ithaca, N. Y	0	1869	William Kinne, M. A	Non-sect	2	2	7	2	(a)	....	4	4	0	40
66	Kinderhook Academy	Kinderhook, N. Y	1824	1824	George H. Taylor, A. M	......	5	6	5	48	12	0	0	2	5	40
67	Kingston Free Academy	Kingston, N. Y	1774	......	Charles Curtis, A. M	Non-sect	6	10	25	63	(a)	3	5	22	3	42
68	Anthon Grammar School	New York, N. Y	......	......	Charles A. Miles	Non-sect	8	20	3	32	8	7	1	......	....	40
69	Charlier Institute	New York, N. Y. (Central Park).	0	1855	Prof. Elie Charlier	Non-sect	30	40	20	100	7	8	6	14	10	39
70	Columbia Grammar School	New York, N. Y. (333 4th ave.)	1764	1764	R. S. Bacon, A. M., M. D	Non-sect	15	74	14	93	7	21	7	15	6	40
71	Dabney University School	New York, N. Y. (25 E. 29th st.).	0	1874	Virginius Dabney	......	2	15	....	4	(a)	2	....	0	0	38 4/7
72	Preparatory Scientific School	New York, N. Y. (1267 Broadway).	0	1872	Alfred Colin, M. E	Non-sect	4	5	7	3	8	1	1	2	8	38
73	University Grammar School	New York, N. Y. (1 Winthrop Place).	......	1837	M. M. Hobby, A. M	......	8	5	0	40	7	3	....	......	4	40
74	Park Institute	Rye, N. Y	0	1869	Henry Tatlock, A. M	Non-sect	6	30	10	20	6	0	0	0	12	38
75	Union Classical Institute*	Schenectady, N. Y	1855	1855	Prof. Charles S. Halsey	Non-sect	5	42	3	92	....	9	1	17	4	42
76	St. John's School	Sing Sing, N. Y	......	1869	Rev. J. B. Gibson, D. D. (rector)	P. E	9	....	....	80	10	1	2	2	6	40
77	De Veaux College	Suspension Bridge, N. Y	1853	1857	Rev. George Herbert Patterson, A. M., LL. B. (president).	P. E	6	20	5	38	9	0	0	3	7	40
78	Rev. M. R. Hooper's Academy for Boys.	Yonkers, N. Y	0	1867	Rev. M. R. Hooper, A. M	Non-sect	5	11	2	12	....	0	0	0	6	40

* From Report of the Commissioner of Education for 1876.

a None specified.

b Of these, 50 are in the ladies' collegiate course.

c With which is connected the former Hopkins Classical School.

TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for 1877, &c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Number of instructors.	Students.							Number of years in full course of study.	Number of weeks in scholastic year.
								Number preparing for classical course in college.	Number preparing for scientific course in college.	Number of other students.	Age required for admission.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.	Completed course at close of last academic year, and did not enter other institutions.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
79	Chickering Institute	Cincinnati, Ohio (George st. between Smith and John).	0	1855	J. B. Chickering, A. M	Non-sect	14	50	40	110	7	5	4	9	9, 10	40
80	Collegiate School	Cincinnati, Ohio	......	1863	Eugene F. Bliss, A. M	....	4	15	....	20	....	....	....	......	6	40
81	The Brooks School	Cleveland, Ohio	......	1874	Prof. John S. White, A. B	Non-sect	21	*a*40	20	50	12	2	4	7	6	37
82	Milnor Hall, Kenyon College Grammar School.	Gambier, Ohio	......	......	J. P. Nelson, C. E., M. E	P. E	2	23	....	....	(*b*)	2	....	1	6	38
83	Department of preparatory instruction in Oberlin College.	Oberlin, Ohio	1834	1834	George H. White, A. M	Non-sect	35	213	....	272	16	50	....	......	3	38
84	Miami Classical and Scientific Training School.	Oxford, Ohio	......	1877	Isaiah Trufant, A. M., Byron F. Marsh, A. M.	Non-sect	4	6	8	22	10	0	0	0	3	40
85	Chambersburg Academy	Chambersburg, Pa	1797	1793	J. H. Shumaker, A. M., PH. D	Non-sect	5	15	5	20	12	2	3	15	4	40
86	Easton Classical and Mathematical School.*	Easton, Pa	......	1870	B. F. Stern, PH. D	....	2	12	5	14	(*b*)	2	....	......	....	43
87	Germantown Academy	Germantown (Philadelphia), Pa. (School Lane).	1760	1761	William Kershaw, A. M	Non-sect	7	54	15	47	(*b*)	3	0	2	6	40
88	Wyoming Seminary	Kingston, Pa	1844	1844	Rev. D. Copeland, PH. D., D. D	M. E	14	28	15	375	12	12	3	9	3	40
89	Cumberland Valley Institute	Mechanicsburg, Pa	......	1853	Rev. O. Ege	Meth	2	....	....	25	....	2	....	......	(*c*)	40
90	Fewsmith's Classical and Mathematical School.	Philadelphia, Pa. (1008 Chestnut st.).	0	1857	William Fewsmith, M. A	Non-sect	5	9	4	25	9	4	2	2	6, 7	42
91	North Broad Street School for Young Men and Boys.	Philadelphia, Pa. (cor. Broad st. and Fairmount ave.).	0	1868	George Eastburn, M. A	Non-sect	10	17	8	65	10	1	0	10	4	40
92	"The Hill" School*	Pottstown, Pa	......	1851	John Meigs, PH. D	Non-sect	3	25	10	10	....	....	....	......	....	39
93	Collegiate Institute	York, Pa	1873	1873	Rev. J. McDougall, jr., PH. D	Presb	7	15	15	75	(*b*)	4	0	2	4	40

94	Greenwich Academy	East Greenwich, R. I	1802	1803	Rev. F. D. Blakeslee, A. M	M. E	11	15	6	133	10	2	1	4	3	40
95	Rogers High School	Newport, R. I	0	1873	Frederic W. Tilton, A. M	Non-sect	7	20	8	96	(b)	2	1	10	4	40
96	Lapham Institute*	North Scituate, R. I	1839	1839	W. S. Stockbridge, A. M	Free Bap	4	4	0	30	....	....	....	1	4	39
97	English and Classical School	Providence, R. I. (49 Snow st.)	0	1864	William A. Mowry, A. M., Chas. B. Goff, A. M.	Non-sect	15	100	10	166	(b)	5	....	19	9	40
98	University Grammar School	Providence, R. I	0	1764	Merrick Lyon, A. M., LL. D., Emory Lyon, A. M., M. D.	Baptist	5	35	6	10	8	9	0	5	4	38
99	Claflin University	Orangeburg C. H., S. C	1869	1870	Rev. Edward Cooke, A. M., D. D.	M. E	4	20	....	100	(b)	....	....	......	4	33
100	Mount Zion Institute	Winnsboro', S. C	1773	1777	R. Means Davis	Non-sect	1	16	12	16	10	....	....	......	....	36
101	McKenzie Male and Female College	McKenzie, Tenn	1871	1871	Rev. Preston H. Miller, A. M	M. E. So	5	20	30	30	(b)	112	....	......	4	40
102	St. Mary's Institute	San Antonio, Tex	0	1852	Brother Charles Francis	R. C	14	10	15	250	6	4	....	12	5, 7	42
103	Burr and Burton Seminary	Manchester, Vt	1829	1833	Rev. H. H. Shaw, A. M	Cong	5	6	0	42	(b)	4	1	4	3	40
104	Green Mountain Seminary	Waterbury Centre, Vt	1862	1869	Miss Lizzie Colley	Free Bap	3	3	....	50	(b)	....	....	......	4	36
105	Brattleboro' Academy *d*	West Brattleboro', Vt	1801	....	C. E. Blake	Cong	....	....	....	....	....	....	....	......	....	....
106	Kenmore University High School	Amherst C. H., Va	......	1871	H. A. Strode	....	2	12	2	30	9	5	....	......	5	40
107	Bellevue High School	Bellevue, Va	......	1866	William R. Abbot	Non-sect	3	(42)		....	(b)	3	....	4	6	38 4/7
108	Norwood High School and College	Norwood, Va	......	1865	William D. Cabell	Non-sect	4	30	14	40	(b)	6	3	......	5	40
109	University School	Petersburg, Va	0	1865	W. Gordon McCabe, A. M	Non-sect	3	50	....	20	10	....	....	......	....	40
110	Hanover Academy	Taylorsville, Va	......	1850	H. P. Jones and H. W. Jones	Non-sect	4	25	6	20	14	1	0	5	4	36
111	Wayland University	Beaver Dam, Wis	1855	1855	Rev. N. E. Wood, A. M	Baptist	6	(90)		....	(b)	....	....	......	4, 3	39
112	Janesville Classical Academy	Janesville, Wis	1875	1875	Rev. John P. Haire, A. M	Cong	4	....	....	140	14	....	....	0	4	40
113	Milwaukee Academy	Milwaukee, Wis	......	1864	A. Markham	Non-sect	5	37	23	48	12	9	1	2	4	40
114	Preparatory department of Northwestern University.	Watertown, Wis	1864	1865	Augustus F. Ernst	Lutheran	7	49	37	46	(b)	14	7	......	....	40

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*From Report of the Commissioner of Education for 1876. *b* Age not specified. *d* Has two courses, college preparatory and English, which are reported together in Table VI.

a Also a department for girls, numbering 48 pupils. *c* Not limited.

TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for 1877, &c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Has the school a chemical laboratory?	Has the school a philosophical cabinet and apparatus?	Has the school a gymnasium?	Library.		Annual charge to each student for tuition.	Average cost of board and lodging per annum.	Property, income, &c.				Scholastic year begins—
					Number of volumes.	Increase in the last school year.			Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
	1	17	18	19	20	21	22	23	24	25	26	27	28
1	Oak Mound School for Boys	0	×	0	136	136	$75	$350	$6,000	....	....	....	August.
2	California Military Academy	×	×	0	1,200	....	(400)		85,000	....	....	....	July, 3d Wed.
3	Oakland High School	×	×	0	375	25	(a)	....	40,000	....	....	....	1st Monday after July 4.
4	Franciscan College	....	0	×	2,500	50	(200)		....	$0	....	$4,500	Aug., 1st Mon.
5	Santa Barbara College	....	....	×	1,000	100	50–75	300	40,000	0	$0	5,000	August 5.
6	Jarvis Hall	0	×	×	2,000	20	60	300	....	....	....	1,500	September 5.
7	Hartford Public High School	×	×	×	2,800	100	b60	....	220,000	0	0	5,300	May.
8	Collegiate and Commercial Institute.	0	0	×	2,000	....	....	....	....	....	....	....	September.
9	Hopkins Grammar School	....	....	....	....	....	65	....	....	....	....	....	September.
10	Norwich Free Academy	×	×	0	3,000	200	c60	....	50,000	125,000	(d)	1,500	Sept., 1st Thurs.
11	Connecticut Literary Institution	×	×	×	1,200	15	48	150	140,000	20,000	1,200	5,000	Aug., last Wed.
12	Woodstock Academy	×	×	....	400	30	27–39	156	25,000	3,500	200	750	Aug., last Tues.
13	South Georgia Male Institute	0	×	0	0	0	20, 30, 40	100	10,000	....	....	....	January 14.
14	Allen Academy and Polytechnic Institute.	....	×	×	2,600	50	60, 200	200, 400	....	....	....	....	Sept., 1st Mon.
15	Lake Forest Academy	×	×	e0	800	100	40, 60, 80	....	42,000	0	0	3,633	Sept., 1st Thurs.
16	St. Francis Solanus College	....	....	....	....	....	....	....	....	....	....	....	
17	Indianapolis Classical School	0	0	0	0	0	100	....	f300	0	....	....	Sept., 2d Wed.
18	Burlington Collegiate Institute	×	×	0	2,300	....	22, 32	90	65,000	13,000	1,300	1,878	September 1.
19	Preparatory department of Griswold College.	×	×	0	5,600	200	30, 38	....	....	....	....	1,500	Sept., 1st Thurs.
20	Edward Little High School*	0	×	0	150	0	....	....	25,000	....	....	....	
21	Hebron Academy	×	×	0	300	30	16	110	7,000	20,000	1,200	7,300	Aug., last Tues.
22	Houlton Academy	....	....	....	....	....	....	....	....	....	....	....	

23	Nichols Latin School	......	......	......	800	150	27	150	25,000	......	......	900	August 20.
24	Maine Central Institute*	×	0	0	200	20	20–24	100	40,000	12,000	750	2,800	August 21.
25	Waterville Classical Institute	×	×	0	50	0	20, 24	120	10,000	25,000	1,200	2,600	Sept., 1st Mon.
26	Lebanon Academy*	0	×	0	145	......	20–24	125–150	2,500	5,000	300	613	Aug., last Mon.
27	Friends' Elementary and High School.	×	×	0	2,300	50	30–100	......	60,000	0	0	15,000	Sept., 1st Wed.
28	Rockville Academy	0	0	0	0	0	40	250	4,500	......	......	......	Sept., 1st Mon.
29	Phillips Academy	×	×	×	2,720	25	60	250	117,400	108,600	5,871	9,088	
30	Chauncy Hall School	×	×	×	250	0	200	0	100,000	0	......	30,000	September 11.
31	English and Classical School for Boys.	×	×	×	400	40	160	......	*f*250	......	......	7,000	September 17.
32	Private Classical School	0	0	0	......	......	200	......	......	......	......	11,000	September.
33	Private Classical School	......	......	......	......	......	200	......	......	......	......	12,000	Sept., 2d Mon.
34	Private Latin School*	0	0	......	......	......	......	......	......	......	......	......	October 1.
35	Public Latin School	0	0	×	2,500	50	0	......	(*g*)	0	0	0	Sept., 1st Mon.
36	Day and Family School for Young Men.	......	......	......	......	......	150	......	......	......	......	......	September 26.
37	High School	×	×	0	3,000	(*h*)	*b*50	......	85,000	(*i*)	*i*800	350	Sept., 1st Mon.
38	Public High School	0	×	0	0	0	0	0	10,000	0	0	0	Aug., 4th Mon.
39	Williston Seminary	×	×	×	1,700	100	60	150, 350	90,000	54,000	6,000	15,000	Sept., 2d Wed.
40	Lawrence Academy	×	×	0	2,550	50	24, 21	138	35,000	37,000	2,250	1,300	August 21.
41	Monson Academy	×	×	0	1,050	0	24	180	20,000	25,000	1,600	2,000	Aug., last Wed.
42	Mr. Knapp's Home School for Boys.	×	0	0	1,000	0	(650)		10,000	0	0	0	September 20.
43	Adams Academy	0	0	×	3,500	......	150	350	40,000	......	1,100	11,500	Sept., 2d Wed.
44	St. Mark's School	0	0	×	600	300	(500)		30,000	......	......	24,000	Sept., 2d Wed.
45	Greylock Institute	×	×	×	300	25	100	350	75,000	0	0	7,500	Sept., 1st Wed.
46	Springfield Collegiate Institute	......	......	......	......	......	......	......	......	......	......	......	
47	Edwards Place School	0	×	×	500	......	350	350	15,000	......	......	2,100	
48	West Newton English and Classical School.	0	×	×	500	10	125	300	23,300	0	0	8,500	Sept., 3d Wed.
49	Worcester Academy	×	×	×	1,500	0	36–48	140	100,000	55,000	3,500	2,200	Aug., last Wed.
50	Austin Academy	0	×	0	50	......	6–12	120	2,000	......	......	......	August 20.
51	St. Paul's School	......	×	×	3,000	......	500	300	100,000	......	......	......	Sept., 1st week.
52	Phillips Exeter Academy	0	0	0	587	24	*j*60	250	108,000	219,588	11,791	6,220	Sept., 1st Wed.
53	Kimball Union Academy	×	×	......	2,500	......	30	125	......	33,000	2,500	2,250	Near Aug. 25.
54	New London Literary and Scientific Institution.	×	×	×	1,500	......	25	......	......	......	......	......	August 22.
55	Farnum Preparatory School	×	×	0	75	5	4–46	......	40,000	*k*20,000	2,400	2,400	Sept., 1st Mon.
56	Peddie Institute	×	×	0	0	......	50	150	50,600	0	0	700	September 4.
57	Stevens High School	*l*×	*l*×	×	0	0	100, 150	0	26,000	0	0	4,597	October 3.
58	Princeton College Preparatory School.	......	......	×	200	......	100	*m*500	20,000	......	......	......	September.
59	Cazenovia Seminary	×	×	0	3,000	......	30	160	100,000	......	......	7,000	Aug., 3d Wed.
60	Claverack College and Hudson River Institute.	×	×	×	1,311	0	50	150	45,394	0	0	10,305	September 9.
61	Fort Edward Collegiate Institute	×	×	×	900	50	36–40	160	80,000	......	......	9,000	September 5.

* From Report of the Commissioner of Education for 1876.

a Free to residents; non-residents, $40.

b For non-residents only.

c Free to a large number.

d About 7 per cent.

e Gymnasium burned June, 1877.

f Value of apparatus.

g City property.

h $100 a year is appropriated for this purpose.

i Hopkins fund.

j Remitted to indigent students.

k Bequest; also interest of $20,000 from State.

l The apparatus used belongs to Stevens Institute of Technology.

m Board and tuition.

TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for 1877, &c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Has the school a chemical laboratory?	Has the school a philosophical cabinet and apparatus?	Has the school a gymnasium?	Library.		Annual charge to each student for tuition.	Average cost of board and lodging per year.	Property, income, &c.				Scholastic year begins—
					Number of volumes.	Increase in the last school year.			Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
	1	17	18	19	20	21	22	23	24	25	26	27	28
62	Colgate Academy	0	×	×	1,000	25	$30	$115	$61,000	$30,000	$1,800	$2,551	Sept., 2d Thurs.
63	Cook Academy*	×	×	×	519	0	21–36	160	150,000	47,393	3,330	4,667	September 1.
64	Ithaca High School	×	×	0	600	12	30	150	12,000	....	....	750	August 1.
65	Mr. Kinne's School	0	×	×	600	30	(500)		20,000	0	0	0	September.
66	Kinderhook Academy	0	×	×	500	0	28–60	200	5,000	....	....	....	September 6.
67	Kingston Free Academy	×	×	0	820	30	25½	210	51,114	5,100	*a*357	283	Sept., 1st Mon.
68	Anthon Grammar School	×	0	0	0	....	150–250	....	....	....	....	....	September 21.
69	Charlier Institute	*b*0	*b*0	×	3,000	100	100–300	460	400,000	....	....	....	September 18.
70	Columbia Grammar School	×	×	0	....	....	190	0	....	0	....	....	September 17.
71	Dabney University School	0	0	0	0	....	100–300	450	....	....	....	4,000	Sept., last week.
72	Preparatory Scientific School	0	×	0	0	....	200–300	....	1,000	0	....	3,308	September 24.
73	University Grammar School	....	....	....	....	....	50–130	....	....	....	....	....	September 17.
74	Park Institute	0	×	0	0	....	60, 80, 120	*c*500	25,000	0	0	4,300	September 11.
75	Union Classical Institute*	0	×	0	271	116	36	175	20,000	0	0	1,200	August 23.
76	St. John's School	×	×	×	700	....	600	....	60,000	....	....	....	Sept., 2d Tues.
77	De Veaux College	0	×	×	1,200	0	400	400	*d*70,000	....	....	....	Sept., 1st Wed.
78	Rev. M. R. Hooper's Academy for Boys.	0	0	0	0	....	80–160	0	*e*500	0	0	3,500	September.
79	Chickering Institute	×	×	0	700	....	100	....	50,000	....	....	18,000	September 16.
80	Collegiate School	....	....	....	....	....	150	350	....	....	....	....	September 18.
81	The Brooks School	×	×	×	400	0	100–150	260	33,000	0	0	18,600	September 11.
82	Milnor Hall, Kenyon College Grammar School.	0	0	×	0	....	(300)		....	....	....	....	Sept., 1st Thurs.
83	Department of preparatory instruction in Oberlin College.	×	×	×	15,000	....	9	....	300,000	120,000	8,887	3,409	September 4.

84	Miami Classical and Scientific Training School.	×	×	0	10,000	50	40–60	c300	250,000	f75,000	f6,000	1,000	Sept., 2d Mon.
85	Chambersburg Academy	0	0	0	450	50	36–56	200	40,000	0	0	2,000	Sept., 1st Wed.
86	Easton Classical and Mathematical School.*	......	......	......	....	....	80	....	....	....	....	1,900	September.
87	Germantown Academy	×	×	×	500	0	50–100	....	50,000	....	....	....	Sept., 2d Mon.
88	Wyoming Seminary	×	×	0	1,200	15	30	160	175,000	0	0	10,000	September 3.
89	Cumberland Valley Institute	×	×	......	1,500	....	(250)		16,000	....	....	....	September 16.
90	Fewsmith's Classical and Mathematical School.	×	×	×	225	15	80–125	....	e2,000	....	....	4,890	Sept., 2d Mon.
91	North Broad Street School for Young Men and Boys.	×	×	×	300	....	140	0	e5,000	0	0	11,500	Sept., 2d Mon.
92	"The Hill" School*	0	0	......	3,000	....	82½	....	60,000	....	....	3,812	September 7.
93	Collegiate Institute	×	×	×	1,500	200	40	200	7,500	60,000	4,200	3,500	September 5.
94	Greenwich Academy	×	×	0	1,500	0	24, 33	g150	75,000	1,000	0	4,500	August 27.
95	Rogers High School	×	×	×	500	50	h60	300	41,000	100,000	6,000	60	Sept., 1st Mon.
96	Lapham Institute*	×	×	0	500	25	33	160	30,000	0	0	1,500	August 29.
97	English and Classical School	×	×	×	1,000	50	60–125	....	100,000	0	0	24,389	Sept., 1st Mon.
98	University Grammar School	0	0	0	....	....	60–125	....	....	....	....	....	Sept., 1st Mon.
99	Claflin University	......	......	......	1,200	400	(i)	50–85	20,000	....	300	i200	Oct., 2d Tues.
100	Mount Zion Institute	......	......	......	....	....	j4, 5, 6	....	k5,000	....	....	k900	February.
101	McKenzie Male and Female College	0	0	0	0	....	40, 20	90	4,000	....	....	2,200	September 1.
102	St. Mary's Institute	0	×	0	800–1,200	....	(180)		....	....	....	....	Sept., 1st Mon.
103	Burr and Burton Seminary	×	×	0	1,000	40	14¼–65¼	140	25,000	10,000	600	1,300	August 20.
104	Green Mountain Seminary	×	×	0	250	....	....	....	30,000	....	....	....	September 4.
105	Brattleboro' Academy l	0	×	0	....	....	21–27	....	....	....	....	....	September 5.
106	Kenmore University High School	×	0	×	....	....	80	170	20,000	....	....	3,000	September 15.
107	Bellevue High School	×	×	×	3,500	50	(350)		10,000	....	....	7,000	September 15.
108	Norwood High School and College	......	......	......	400	....	100	200	10,000	....	....	....	September 20.
110	University School	0	0	×	....	....	50–80	225	3,000	....	....	c6,000	October 1.
111	Hanover Academy	0	×	0	850	....	(300)		15,000	....	....	....	October 1.
109	Wayland University	×	0	0	1,000	50	26	90	30,000	8,000	400	....	September 10.
112	Janesville Classical Academy	0	0	0	n0	....	30	120	....	....	....	....	September.
113	Milwaukee Academy	0	×	×	....	....	....	200	40,000	0	0	5,928	Sept., 1st Mon.
114	Preparatory department of Northwestern University.	×	×	......	2,300	100	32¼	....	50,000	....	....	2,150	Sept., 1st Wed.

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* From Report of the Commissioner of Education for 1876.

a $3,417 were raised by taxation, this being a free institution.

b Uses those of Columbia College.

c Board and tuition.

d Exclusive of farm.

e Value of apparatus.

f These funds belong to the university and are not available for the training school.

g $176 including heat and light.

h For non-residents only.

i Incidental fee, $3.

j Per month.

k Estimated.

l Has two courses, college preparatory and English, which are reported together in Table VI.

m Have access to public library and library of principal.

TABLE VII.—*Memoranda.*

Name.	Location.	Remarks.
Talladega College	Talladega, Ala	Preparatory department closed; school transferred to Table VI.
Crawford High School	Dalton, Ga	See Table VI.
Bethlehem Academy	Elizabethtown, Ky	No information received.
Lynnland Military Institute	Glendale, Ky	No information received.
Franklin Family School	Topsham, Me	See Table VI.
Classical and Mathematical School (William H. Brooks, A. M.).	Boston, Mass. (47 Winter street)	Principal deceased.
Warren Academy	Woburn, Mass	No information received.
Preparatory Department of Burlington College.	Burlington, N. J	No information received.
Rutgers College Grammar School	New Brunswick, N. J	No information received.
Germantown Preparatory School	Germantown, Pa. (corner Main and Mill streets).	See Germantown Academy.
Select High School for Young Men and Boys.	Philadelphia, Pa	Name changed to North Broad Street Select School for Young Men and Boys.
Glenwood Classical Seminary	West Brattleboro', Vt	See Brattleboro' Academy; identical.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for 1877; from replies to inquiries by the United States Bureau of Education.*

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.	Students.					Number of scholarships.
							Total.	Male.	Female.		Number in preparatory department.	Number in collegiate department.			Total number in all departments.	
												In regular course.	In special or partial course.	Number of graduate students.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Union Female College	Eufaula, Ala	1853	1853	Rev. William H. Patterson, A. M.	Non-sect	4	1	3	5	40	100	3	......	143	12
2	Florence Synodical Female College	Florence, Ala	1850	1850	J. D. Anderson, A. M.	Presb	7	1	6	1	20	51	3	1	75	....
3	Huntsville Female College	Huntsville, Ala	1852	1852	Rev. George W. F. Price, D. D.	M. E. So	10	3	7	1	......	126	......	1	127	1
4	Rotherwood Home	Huntsville, Ala	1829	1829	Mrs. F. R. Ross	Presb	8	2	6	......	......	......	......	......	70	....
5	Judson Female Institute	Marion, Ala	1841	1839	Rev. L. R. Gwaltney, D. D	Baptist	12	3	9	3	46	70	......	8	124	....
6	Marion Female Seminary	Marion, Ala	1836	1835	J. K. Thompson, A. M	Non-sect	8	3	5	2	40	45	10	3	98	....
7	Synodical Female Institute	Talladega, Ala	......	1852	Thomas C. Miller	Presb	3	1	2	......	15	41	......	......	56	....
8	Alabama Central Female College	Tuscaloosa, Ala	1857	1858	John F. Lanneau, A. M.	Baptist	9	2	7	0	17	53	10	2	82	0
9	Tuscaloosa Female College	Tuscaloosa, Ala	1859	a1859	Alonzo Hill, A. M	Non-sect	10	2	8	2	23	64	10	3	100	0
10	Alabama Conference Female College.	Tuskegee, Ala	1855	1856	John Massey, A. M	Meth	7	1	6	0	10	72	3	3	88	....
11	Young Ladies' Seminary	Benicia, Cal	......	1852	Miss Mary E. Snell	Cong	7	3	4	......	46	26	6	......	78	....
12	College of Notre Dame	San José, Cal	1853	1851	Sister Marie Cornelie	R. C	....	0	....	25	......	46	1	......	b285	0
13	Hartford Female Seminary	Hartford, Conn	1827	......	William T. Gage, A. M	Non-sect	6	1	5	......	......	......	......	......	......	....
14	Grove Hall*	New Haven, Conn	......	1820	Miss Maria P. Montfort	......	12	3	9	......	......	50	......	......	50	....
15	Congrégation de Notre Dame	Waterbury, Conn	......	1869	Sister St. Cecilia	R. C	9	....	9	2	50	......	......	4	180	....
16	Wesleyan Female College	Wilmington, Del	1841	1837	Rev. John Wilson, A. M.	M. E	13	4	9	1	49	37	0	0	86	0
17	Lucy Cobb Institute	Athens, Ga	1858	1858	Mrs. A. E. Wright and Rev. P. A. Heard.	Non-sect	8	3	5	1	31	59	......	......	90	....
18	Southern Masonic Female College.	Covington, Ga	1851	1852	Rev. J. N. Bradshaw	Non-sect	6	1	5	1	34	53	9	0	96	0
19	Dalton Female College	Dalton, Ga	1873	1873	Rev. William A. Rogers, A. M.	Meth	5	3	2	1	30	54	0	32	116	0
20	Monroe Female College	Forsyth, Ga	1849	1850	Richard T. Asbury, A. M.	Baptist	8	3	5	2	59	63	......	8	130	0
21	Griffin Female College	Griffin, Ga	1848	1848	A. B. Niles, A. M	Non-sect	6	4	2	1	33	61	7	3	104	0

* From Report of the Commissioner of Education for 1876.

a Was organized in 1852 as Tuscaloosa Female High School.

b Also 350 free scholars.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1877, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.	Students.					Number of scholarships.
							Total.	Male.	Female.		Number in preparatory department.	Number in collegiate department.			Total number in all departments.	
												In regular course.	In special or partial course.	Number of graduate students.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
22	Hamilton Female College	Hamilton, Ga	1854	1854	J. H. Lovelace, A. M.	Non-sect	3	1	2	......	......	......	......	......	......	....
23	La Grange Female College*	La Grange, Ga	1846	1842	Rev. J. R. Mayson, A. M.	Meth	6	3	3	2	15	40	......	......	55	1
24	Southern Female College	La Grange, Ga	1848	1843	I. F. Cox, A. M	Non-sect	9	3	6	1	30	62	6	......	98	....
25	Lumpkin Masonic Female College*	Lumpkin, Ga	1854	1854	Dr. George B. Atkisson	....	3	1	2	1	20	32	2	......	54	....
26	Wesleyan Female College	Macon, Ga	1836	1839	Rev. W. C. Bass, D. D	M. E. So.	12	5	7	1	35	153	4	......	192	....
27	Georgia Female College*	Madison, Ga	1850	1850	Rev. George Young Browne, A. M.	Baptist	5	2	3	1	25	26	0	......	51	0
28	Marietta Female College	Marietta, Ga	1869	1871	J. Colton Lynes	Non-sect	4	2	2	......	16	20	......	......	36	....
29	College Temple	Newnan, Ga	1853	1853	M. P. Kellogg, A. M	Non-sect	7	1	6	1	25	75	......	......	100	....
30	Houston Female College	Perry, Ga	1853	1853	J. L. Saunders	Baptist	3	1	2	......	25	15	5	......	45	....
31	Rome Female College	Rome, Ga	*a*1877	1857	Rev. J. M. M. Caldwell	Presb	7	3	4	1	41	88	......	5	134	0
32	Levert Female College*	Talbotton, Ga	1856	1856	Rev. G. W. Maxson	Non-sect	3	2	1	1	30	33	0	0	63	0
33	Young Female College	Thomasville, Ga	......	1870	John E. Baker	Non-sect	5	2	3	......	25	52	......	......	77	5
34	Almira College	Greenville, Ill	1859	1856	Rev. John B. White, A. M	Baptist	7	1	6	1	20	36	8	......	64	....
35	Highland College for Women	Highland Park, Ill	1876	1876	Edward P. Weston, A. M.	Non-sect	13	4	9	0	15	51	20	3	89	....
36	Illinois Female College	Jacksonville, Ill	1847	1847	Rev. W. F. Short, A. M	M. E	10	3	7	2	28	79	32	5	144	0
37	Jacksonville Female Academy	Jacksonville, Ill	1835	1830	E. F. Bullard, A. M	Presb	8	2	6	4	30	63	10	......	103	....
38	St. Mary's School	Knoxville, Ill	1859	1868	Rev. C. W. Leffingwell, D. D	P. E	8	2	6	......	53	47	0	0	100	0
39	Ferry Hall, Lake Forest University.*	Lake Forest, Ill	......	1869	Miss Martha H. Sprague	Presb	10	3	7	......	19	30	10	......	59	....
40	Chicago Female College	Morgan Park, Ill	......	......	G. Thayer	....	....	....	....	......	......	......	......	......	......	....
41	St. Angela's Academy	Morris, Ill	1868	1857	Sister Mary Claudine	R. C	13	....	13	......	......	......	97	3	175	0
42	Mt. Carroll Seminary	Mt. Carroll, Ill	1852	1853	Mrs. F. A. W. Shimer	Non-sect	15	2	13	......	......	200	......	......	200	0
43	Rockford Female Seminary	Rockford, Ill	1847	1849	Miss Anna P. Sill	Non-sect	12	2	10	2	83	42	19	0	*b*186	3
44	Moravian Seminary for Young Ladies.	Hope, Ind	1851	1866	Rev. F. R. Holland	Morv'n	8	2	6	......	......	......	......	0	60	0

45	De Pauw Female College	New Albany, Ind	1866	1866	Rev. Erastus Rowley, D. D	M. E	8	1	7	2	30	53	6	0	89	0
46	Immaculate Conception Academy	Davenport, Iowa	1869	1859	Sister Mary Gonzaga	R. C	18	....	18	......	......	......	......	......	200	....
47	Mt. Pleasant Female Seminary*	Mt. Pleasant, Iowa	1865	1864	Mrs. R. P. Rommel	Presb	7	2	5	......	......	......	......	......	......	....
48	College of the Sisters of Bethany	Topeka, Kans	1861	1861	Rt. Rev. Thomas H. Vail, S. T. D., LL. D.	P. E	9	2	7	9	47	31	2	1	81	0
49	Bowling Green Female College	Bowling Green, Ky	......	1871	T. Sumner Stevens	Presb	4	2	2	2	28	29	......	......	......	....
50	Clinton Female College	Clinton, Ky	1876	1874	T. N. Wells, A. M	Baptist	4	1	3	2	60	78	......	......	138	0
51	Tarrant College	Crab Orchard, Ky	......	1875	Mrs. S. F. H. Tarrant	......	5	1	4	......	52	33	2	9	96	....
52	Franklin Female College	Franklin, Ky	1868	1868	Col. J. S. Austin, A. M.	Non-sect	7	2	5	(c)	80	65	4	0	149	0
53	Georgetown Female Seminary	Georgetown, Ky	......	1846	James J. Rucker, A. M	Baptist	9	2	7	1	35	70	......	......	105	....
54	Liberty Female College	Glasgow, Ky	1873	1875	James H. Fuqua, A. M	Baptist	7	1	6	2	52	70	0	0	122	0
55	Daughters College	Harrodsburg, Ky	......	1856	John Aug. Williams	Non-sect	8	1	7	......	......	......	......	......	100	....
56	Bethel Female College	Hopkinsville, Ky	1852	1853	J. W. Rust, A. M	Baptist	8	2	6	1	20	80	......	......	100	12
57	South Kentucky Female College*	Hopkinsville, Ky	......	......	R. C. Cave	......	8	4	4	......	......	......	......	......	130	....
58	Lebanon Institute for Young Ladies	Lebanon, Ky	......	......	Mrs. M. J. Thompson	Baptist	....	....	3	2	......	......	......	......	......	....
59	Hamilton Female College	Lexington, Ky	1869	1869	J. T. Patterson	Crist'n	10	5	5	1	30	......	0	......	120	....
60	Lexington Baptist Female College	Lexington, Ky	1869	1869	Rev. W. S. Ryland, D. D	Baptist	5	1	4	1	15	40	0	2	57	....
61	Louisville Female College*	Louisville, Ky	1854	1853	Rev. S. Prettyman, D. D	Non-sect	8	4	4	2	......	......	......	......	48	....
62	Millersburg Female College	Millersburg, Ky	1860	1852	Rev. George T. Gould, D. D	M. E. So	16	5	11	3	120	80	0	3	203	0
63	Mt. Sterling Female College	Mt. Sterling, Ky	1876	1869	William H. Savage, A. M	Non-sect	10	2	8	0	50	150	3	0	203	0
64	Bourbon Female College	Paris, Ky	1871	1847	W. S. Jones	Non-sect	7	3	4	1	30	42	7	0	79	0
65	Logan Female College	Russellville, Ky	1867	1869	A. B. Stark, LL. D	M. E. So.	5	3	2	......	22	80	......	......	102	....
66	Science Hill Female Academy	Shelbyville, Ky	......	1825	Mrs. Julia A. Tevis	M. E	7	2	5	1	30	......	......	......	85	....
67	Shelbyville Female College	Shelbyville, Ky	1849	1839	W. H. Stuart	Presb. S.	5	2	3	1	37	60	......	2	99	....
68	Stanford Female College	Stanford, Ky	1869	1869	Mrs. S. C. Trueheart, A. M.	Non-sect	9	....	....	3	43	45	2	......	90	....
69	Cedar Bluff Female College	Woodburn, Ky	1864	1860	B. F. Cabell, A. B	Non-sect	6	....	....	1	60	......	......	3	63	....
70	Silliman Female Collegiate Institute.	Clinton, La	1868	1852	Edwin H. Fay, A. M.	Presb	7	1	6	0	30	40	1	1	72	25
71	Mansfield Female College	Mansfield, La	1855	1855	Rev. Thomas Armstrong	M. E. So.	6	2	4	......	......	......	......	......	85	....
72	Minden Female College	Minden, La	......	1853	Thomas O. Benton	Non-sect	5	....	5	2	27	53	......	......	80	....
73	Sylvester-Larned Institute for Young Ladies.	New Orleans, La. (402 and 404 Carondelet st.).	......	......	Mrs. A. L. Pagaud	......	....	....	....	......	......	......	......	......	......	....
74	Maine Wesleyan Seminary and Female College.	Kent's Hill, Me	1821	1821	Rev. H. P. Torsey, D. D., LL. D	M. E	11	7	4	0	0	......	......	......	*d*138	5
75	Waterville Classical Institute	Waterville, Me	1842	1829	J. H. Hanson, LL. D	Baptist	5	2	3	(c)	(e)	50	46	0	175	0
76	Baltimore Academy of the Visitation.	Baltimore, Md	1838	1837	Mother Mary Paula Combs	R. C	....	....	25	......	......	......	......	6	140	....
77	Baltimore Female College	Baltimore, Md. (Park Place).	1849	1849	N. C. Brooks, LL. D	Non-sect	8	6	2	......	16	58	......	......	74	25
78	The Misses Norris' School	Baltimore, Md. (32 McCulloh st.).	......	1868	Miss Rebecca S. Norris	......	6	1	5	......	......	......	......	......	40	....
79	Burkittsville Female Seminary	Burkittsville, Md	......	1866	Rev. J. H. Turner	Luth'n	5	1	4	......	......	25	6	......	31	....
80	Cambridge Female Seminary	Cambridge, Md	1858	1858	J. F. Baugher, A. M	Non-sect	4	1	3	......	12	15	3	3	33	....
81	Frederick Female Seminary	Frederick, Md	1840	......	Mrs. M. W. Hackelton	Non-sect	7	1	6	......	......	74	......	6	80	5
82	Abbott Academy	Andover, Mass	1829	1829	Miss Philena McKeen	Non-sect	12	3	9	0	......	116	3	0	119	2
83	Lasell Seminary for Young Women.	Auburndale, Mass	1851	1851	Charles C. Bragdon, A. M.	Non-sect	15	7	8	1	31	32	21	2	86	0
84	Gannett Institute	Boston, Mass. (69 Chester Square).	......	1854	Rev. George Gannett, A. M.	Cong	17	8	9	2	8	......	......	......	62	....
85	Bradford Academy	Bradford, Mass	1804	1803	Miss Annie E. Johnson	Cong	12	3	9	1	16	50	44	......	115	0

* From Report of the Commissioner of Education for 1876.

a New charter.

b Includes normal students.

c Same in both preparatory and collegiate departments.

d There were also 173 male students in the institution during the year.

e Reported with preparatory department (Table VII).

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1877, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.	Students.					Number of scholarships.
							Total.	Male.	Female.		Number in preparatory department.	Number in collegiate department.			Total number in all departments.	
												In regular course.	In special or partial course.	Number of graduate students.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
86	Smith College	Northampton, Mass	1871	1875	Rev. L. Clark Seelye, D. D	Non-sect	16	9	7	0	0	73	......	0	73	(*a*)
87	Wheaton Female Seminary	Norton, Mass	1835	1835	Miss Ellen M. Haskell	Cong	11	1	10	0	30	70	22	0	122	....
88	Maplewood Institute	Pittsfield, Mass	1848	1841	Rev. C. V. Spear, A. M	Non-sect	9	5	4	......	7	31	......	......	38	....
89	Mount Holyoke Female Seminary	South Hadley, Mass	1836	1837	Miss Julia E. Ward	Non-sect	32	4	28	......	......	262	......	......	262	....
90	Wellesley College	Wellesley, Mass	1873	1875	Miss Ada L. Howard	Non-sect	26	2	24	0	132	150	41	0	323	0
91	Oread Collegiate Institute	Worcester, Mass	1850	1848	Harris R. Green, A. M	Non-sect	10	4	6	......	......	......	......	5	50	0
92	Michigan Female Seminary	Kalamazoo, Mich	1858	1867	Miss Jeannette Fisher	Presb	7	1	6	0	0	60	......	......	......	....
93	Young Ladies' Seminary and Collegiate Institute.	Monroe, Mich	1850	1849	Prof. E. J. Boyd, A. M	Non-sect	8	3	5	2	33	52	6	2	93	0
94	St. Mary's Hall	Faribault, Minn	1866	1866	Rt. Rev. H. B. Whipple, D. D	P. E	11	2	9	......	......	......	......	......	103	....
95	Minneapolis Female Seminary	Minneapolis, Minn	1872	1869	Mrs. M. B. Milligan	Non-sect	4	0	4	0	0	44	......	......	50	0
96	Whitworth Female College	Brookhaven, Miss	1859	1859	Rev. H. F. Johnson, A. M	Meth	14	5	9	0	72	150	......	......	222	....
97	Central Female Institute	Clinton, Miss	1853	1853	Rev. Walter Hillman, LL. D	Baptist	7	2	5	3	54	38	3	......	95	....
98	Columbus Female Institute	Columbus, Miss	1847	1847	Miss L. S. Street	Non-sect	7	1	6	1	30	40	8	3	81	8
99	Franklin Female College	Holly Springs, Miss	1849	1849	W. Clark, A. M	P. E	5	1	4	1	25	......	5	0	78	0
100	Meridian Female College	Meridian, Miss	1865	1865	Rev. C. M. Gordon, A. M	Baptist	5	1	4	1	56	57	4	1	118	....
101	Union Female College	Oxford, Miss	1854	1854	Rev. J. S. Howard, A. M	Cumb. P.	7	1	6	2	75	66	9	......	150	....
102	Chickasaw Female College	Pontotoc, Miss	1851	1851	W. V. Frierson	Presb	5	1	4	1	34	35	2	0	71	0
103	Christian College	Columbia, Mo	1851	1851	Geo. S. Bryant, A. M	Christ'n	6	3	3	1	30	60	......	......	90	....
104	Stephens College *b*	Columbia, Mo	1857	1855	R. P. Rider	Baptist	....	....	....	......	......	......	......	......	......	....
105	Howard College	Fayette, Mo	1859	1845	J. H. Pritchett	M. E. So.	8	2	6	2	40	75	......	......	115	....
106	Independence Female College	Independence, Mo	......	......	P. F. Witherspoon	Presb	6	3	3	*c*0	33	45	......	......	78	....
107	St. Louis Seminary	Jennings, Mo	......	1871	B. T. Blewett, A. M., LL. D	Non-sect	3	1	2	......	......	30	......	......	30	0
108	St. Teresa's Academy	Kansas City, Mo	1869	1869	Sister Herman Joseph	R. C	....	....	8	......	......	......	......	......	......	....
109	Central Female College	Lexington, Mo	1869	1869	Marshall McIlhany	M. E. So.	9	3	6	1	30	78	......	1	109	....
110	Clay Seminary	Liberty, Mo	......	1856	A. B. Jones	....	3	1	2	1	30	35	......	......	65	....

111	Ingleside College*	Palmyra, Mo	1874	......	Mrs. P. A. Baird	Non-sect	4	....	4	3	30	105	......	8	143	....
112	Lindenwood College for Young Ladies.*	St. Charles, Mo	1854	*d*1871	Rev. J. H. Nixon, D. D	Presb	10	2	8	......	......	......	......	......	65	....
113	St. Joseph Female College	St. Joseph, Mo	1877	1876	Rev. E. S. Dulin, D. D., LL. D	Baptist	14	4	10	1	33	59	5	......	97	0
114	Mary Institute (Washington University).	St. Louis, Mo	1853	1859	C. S. Pennell, A. M	Non-sect	20	2	18	5	110	136	0	13	259	0
115	Ursuline Academy	St. Louis, Mo	1847	1848	Mother Johanna	R. C	18	1	17	3	30	......	90	0	120	....
116	Adams Female Academy	East Derry, N. H	1823	1828	Miss Emma L. Taylor	Cong	....	....	3	......	......	......	4	0	50	....
117	Robinson Female Seminary	Exeter, N. H	1868	1867	Harriet E. Paine	Non-sect	7	1	6	......	135	50	......	......	185	....
118	New Hampshire Conference Seminary and Female College. *e*	Tilton, N. H	1852	1845	Rev. Lorenzo D. Barrows, D. D. *f*	M. E	12	6	6	......	220	38	56	......	314	....
119	Tilden Ladies' Seminary	West Lebanon, N. H	1869	1854	Hiram Orcutt, A. M	Non-sect	10	1	9	......	......	......	......	1	100	3
120	Bordentown Female College	Bordentown, N. J	1853	1853	Rev. William C. Bowen, A. M	Meth	9	3	6	1	15	45	4	1	65	....
121	Ivy Hall	Bridgeton, N. J	......	1861	Mrs. M. C. Sheppard	Non-sect	8	2	6	......	......	......	......	......	40	....
122	St. Mary's Hall*	Burlington, N. J	1846	1847	Rev. E. K. Smith, A. M	P. E	23	7	16	......	......	......	......	3	125	....
123	Freehold Young Ladies' Seminary	Freehold, N. J	......	1845	Amos Richardson, A. M	Non-sect	6	2	4	......	......	......	......	......	56	....
124	Pennington Seminary and Female Collegiate Institute.*	Pennington, N. J	1852	1839	Rev. Thomas Hanlon, A. M., D. D.	M. E	9	5	4	......	......	......	......	......	150	....
125	St. Agnes School*	Albany, N. Y	1870	1869	Rt. Rev. W. C. Doane, S. T. D	P. E	24	4	20	......	......	......	15	5	175	4
126	Brooklyn Heights Seminary	Brooklyn, N. Y. (138 Montague Place).	0	1851	Charles E. West, M. D., LL. D	Cong	23	8	15	7	72	75	25	10	182	0
127	Packer Collegiate Institute	Brooklyn, N. Y	1853	1853	A. Crittenden, A. M., PH. D	Non-sect	34	5	29	4	53	*g*575	......	5	633	55
128	Buffalo Female Academy	Buffalo, N. Y	1851	1851	Rev. Albert T. Chester, D. D	Non-sect	10	4	6	3	70	41	10	......	121	17
129	Holy Angels' Academy	Buffalo, N. Y	1864	1861	Mother St. Peter	R. C	....	....	11	17	101	......	21	......	139	....
130	Granger Place School	Canandaigua, N. Y	0	1876	Miss Caroline A. Comstock	Non-sect	12	3	9	......	8	......	7	......	78	....
131	Ontario Female Seminary*	Canandaigua, N. Y	1825	1825	B. Richards, A. M	Non-sect	....	....	....	......	......	......	......	......	......	....
132	St. Joseph's Academy	Lockport, N. Y	1866	......	Sister Emilie	R. C	12	....	12	6	120	100	......	......	220	....
133	Academy of the Sacred Heart	Manhattanville, N. Y. (49 W. 17th street, New York City).	......	......	Sarah Jones	R. C	11	1	10	......	......	......	......	......	140	....
134	Academy of Mt. St. Vincent on the Hudson.	New York, N. Y	1864	1847	Mother M. Jerome Ely	R. C	40	5	35	*h*5	......	......	......	......	178	....
135	Mrs. S. Reed's Boarding and Day School.*	New York, N. Y. (6 E. 53d street).	......	1864	Mrs. Caroline G. Reed	P. E	21	8	13	......	85	83	......	......	168	....
136	D'Youville Academy	Plattsburgh, N. Y	1871	1860	Sister Duguay	R. C	12	....	12	6	45	......	......	......	120	....
137	Cook's Collegiate Institute	Poughkeepsie, N. Y	0	1848	George W. Cook, PH. D	Non-sect	12	4	8	......	......	......	......	......	145	....
138	Poughkeepsie Female Academy*	Poughkeepsie, N. Y	1836	1836	Rev. D. G. Wright, A. M., rector	P. E	11	5	6	3	70	20	4	......	94	....
139	Howland School	Union Springs, N. Y	0	1862	Henry Hartshorne, M. D., A. M.	Non-sect	10	3	7	3	21	10	......	0	54	0
140	Greensboro' Female College*	Greensboro', N. C	1838	1845	Rev. T. M. Jones, D. D	M. E	10	5	5	1	12	120	......	......	132	....
141	Davenport Female College*	Lenoir, N. C	1858	1858	Rev. W. M. Robey, A. M	Meth	5	3	2	1	20	......	......	......	50	50
142	Chowan Baptist Female Institute	Murfreesboro', N. C	1849	1848	Rev. A. McDowell, D. D	Baptist	9	2	7	3	12	36	28	2	78	0
143	Wesleyan Female College	Murfreesboro', N. C	1854	1855	Rev. W. G. Starr, A. M	M. E. So.	13	5	8	1	12	128	0	4	144	0
144	Raleigh Female Seminary*	Raleigh, N. C	1872	1870	F. P. Hobgood, A. M	Baptist	7	2	5	2	50	......	......	......	97	....
145	St. Mary's School	Raleigh, N. C	......	1842	Rev. Bennett Smedes, A. M	P. E	11	3	8	......	......	......	......	......	65	....
146	Salem Female Academy	Salem, N. C	1866	1804	Rev. J. T. Zorn	Morav'n.	20	4	16	13	122	8	0	6	136	0
147	Simonton Female College	Statesville, N. C	......	1856	Mrs. E. N. Grant	Presb	5	....	5	......	......	......	......	......	75	....
148	Thomasville Female College	Thomasville, N. C	1855	1849	H. W. Reinhart	Non-sect	7	2	5	......	15	60	......	......	75	....

*From Report of the Commissioner of Education for 1876.

a Unlimited; $100 per annum given to each needy and deserving student.

b College suspended during the scholastic year 1876–'77; reopened September, 1877.

c There are two lecturers on scientific subjects.

d Reorganization.

e These statistics are for the college only.

f Since deceased.

g Collegiate and academic.

h Includes one Kindergärtener.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for 1877, &c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.	Students.					Number of scholarships.
							Total.	Male.	Female.		Number in preparatory department.	Number in collegiate department.			Total number in all departments.	
												In regular course.	In special or partial course.	Number of graduate students.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
149	Bartholomew English and Classical School for Young Ladies.	Cincinnati, Ohio (northwest corner 4th and John streets).	......	1875	G. K. Bartholomew, A. M	P. E.	16	7	9	......	......	90	......	6	115	0
150	Cincinnati Wesleyan College	Cincinnati, Ohio	1842	1842	Rev. David H. Moore, D. D	M. E	20	8	12	3	62	80	74	......	216	....
151	Cleveland Female Seminary	Cleveland, Ohio	1853	1854	S. N. Sanford, A. M	P. E	11	3	8	......	......	70	......	......	70	....
152	Cooper Academy	Dayton, Ohio	1842	1843	J. A. Robert, A. M	Non-sect	8	2	6	1	18	68	16	2	104	0
153	Glendale Female College	Glendale, Ohio	1854	1854	Rev. Ludlow D. Potter, D. D	Presb	11	3	8	0	11	71	9	2	93	0
154	Granville Female College	Granville, Ohio	1834	......	W. P. Kerr, A. M	Presb	9	1	8	......	......	......	......	......	......	....
155	Young Ladies' Institute*	Granville, Ohio	......	1832	Rev. D. Shepardson, D. D	Baptist	9	1	8	......	25	51	......	......	94	....
156	Highland Institute	Hillsboro', Ohio	1860	1857	Miss E. L. Grand-Girard	Presb	8	1	7	4	13	38	15	7	73	0
157	Hillsboro' Female College	Hillsboro', Ohio	1854	1857	Rev. John F. Loyd, A. M	M. E	3	1	2	......	3	8	4	......	15	....
158	Oxford Female College	Oxford, Ohio	1854	1854	Rev. Robert D. Morris, D. D	Presb	8	3	5	......	4	48	20	3	75	....
159	Western Female Seminary	Oxford, Ohio	1853	1855	Miss Helen Peabody	Non-sect	....	....	16	......	......	153	0	0	153	....
160	Lake Erie Seminary	Painesville, Ohio	1859	1859	Miss Mary A. Evans	Non-sect	....	....	10	......	......	89	......	......	89	....
161	St. Helen's Hall	Portland, Oreg	......	1869	Rt. Rev. B. Wistar Morris	P. E	12	2	10	......	30	71	10	......	111	2
162	Allentown Female College	Allentown, Pa	1867	1867	Rev. W. R. Hofford, A. M	Ref'd	8	3	5	......	57	36	......	......	93	1
163	Moravian Seminary for Young Ladies.	Bethlehem, Pa	1863	1785	Rev. Francis Wolle	Morav'n.	21	5	16	6	60	......	......	......	140	0
164	Blairsville Ladies' Seminary	Blairsville, Pa	......	1851	J. Jewett Parks, A. M	Presb	....	....	7	......	......	60	......	......	......	....
165	Wilson College	Chambersburg, Pa	1869	1870	Rev. W. T. Wylie, A. M	Presb	11	3	8	......	51	9	14	......	74	28
166	Pennsylvania Female College	Collegeville, Pa	1853	1851	J. Warrenne Sunderland, LL. D.	......	8	3	5	......	......	......	......	......	60	....
167	Miss Mary E. Stevens's School	Germantown (Philadelphia), Pa. (West Chelten avenue, near Wayne street).	......	1866	Miss Mary E. Stevens	P. E	11	7	4	......	......	......	......	......	65	....

168	University Female Institute	Lewisburg, Pa	1846	1852	Miss H. E. Spratt	Baptist	...	...	8	2	43	43	10	6	102	...
169	Irving Female College	Mechanicsburg, Pa	1857	1856	Rev. T. P. Ege, A. M	Non-sect	5	2	3	...	5	39	...	1	45	1
170	Brooke Hall Female Seminary	Media, Pa	0	1856	Miss M. L. Eastman	P. E	12	1	11	...	...	...	...	...	50	...
171	Chestnut Street Seminary	Philadelphia, Pa. (1615 Chestnut street).	...	1850	Misses M. L. Bonney and H. A. Dillaye.	Non-sect	15	5	10	...	...	...	...	...	70	...
172	Pennsylvania Female College*	Pittsburgh, Pa. (East End).	1869	1869	Rev. Thomas C. Strong, D. D	Non-sect	10	5	5	1	4	69	4	...	77	...
173	Pittsburgh Female College	Pittsburgh, Pa	1854	1854	Rev. I. C. Pershing, D. D	M. E	23	12	11	3	95	46	87	3	231	53
174	Washington Female Seminary	Washington, Pa	1836	1836	Miss N. Sherrard	Presb	10	1	9	1	16	115	5	...	136	...
175	Due West Female College	Due West, S. C	1860	1860	Rev. J. I. Bonner	Non-sect	9	2	7	1	41	62	...	1	104	...
176	Greenville Baptist Female College.	Greenville, S. C	1854	1855	Prof. C. H. Judson	Baptist	7	3	4	1	20	50	...	...	70	0
177	Williamston Female College	Williamston, S. C	1875	1872	Rev. S. Lander, A. M	Non-sect	8	2	6	1	20	105	...	...	125	...
178	Athens Female Seminary	Athens, Tenn	1869	1866	Mrs. Mary W. Sullins	Non-sect	4	2	2	1	15	27	...	...	44	...
179	Bristol Female College	Bristol, Tenn	1872	1868	D. C. Wester, A. M	Baptist	4	1	3	1	40	50	...	...	90	...
180	Brownsville Female College*	Brownsville, Tenn	1851	1850	Rev. G. W. Johnston, A. M., LL. D	Baptist	7	2	5	2	30	40	...	1	71	0
181	Wesleyan Female College	Brownsville, Tenn	1870	1870	Rev. John Williams, A. M	Meth	4	1	3	0	18	47	...	4	69	0
182	Bellevue Female College	Collierville, Tenn	1872	1872	Rev. W. T. Plummer, A. M	Non-sect	5	1	4	...	...	112	...	...	112	...
183	Columbia Athenæum*	Columbia, Tenn	1858	1852	Robert D. Smith, A. M	Non-sect	14	4	10	3	...	...	...	...	179	8
184	Tennessee Female College*	Franklin, Tenn	1856	1857	William J. Vaughn	...	7	1	6	...	70	97	...	...	167	...
185	Odd Fellows' Female College*	Humboldt, Tenn	1871	1872	I. B. Day	Non-sect	3	1	2	...	...	...	...	...	65	...
186	Memphis Conference Female Institute.	Jackson, Tenn	1843	1844	Rev. A. W. Jones, A. M., D. D	Meth	10	4	6	2	52	145	10	...	207	0
187	East Tennessee Female Institute*.	Knoxville, Tenn	1838	1840	M. C. Butler, A. M	Non-sect	4	2	2	1	30	15	0	0	45	0
188	Cumberland Female College	McMinnville, Tenn	1851	1850	Prof. A. M. Burney, A. M	Cumb. P.	5	2	3	2	30	42	...	...	72	10
189	State Female College	Memphis, Tenn	1857	1858	Mrs. Harriet N. Collins	M. E. So.	12	...	...	...	*a*51	103	...	9	163	...
190	Murfreesboro' Female Institute	Murfreesboro', Tenn	185–	185–	James E. Scobey, A. M	Non-sect	9	2	7	2	30	...	...	3	114	0
191	Soulé Female College	Murfreesboro', Tenn	1852	1852	Rev. T. A. S. Adams, A. M	M. E. So.	7	2	5	1	25	61	0	0	86	0
192	W. E. Ward's Seminary for Young Ladies.	Nashville, Tenn	1869	1865	Rev. W. E. Ward, D. D	Non-sect	18	3	15	1	18	172	39	...	229	...
193	Martin College	Pulaski, Tenn	1873	1874	Rev. R. H. Rivers, D. D	M. E. So.	6	3	3	1	40	43	11	3	97	0
194	Rogersville Female College	Rogersville, Tenn	1852	1852	Rev. A. W. Wilson, A. M	Presb	4	1	3	0	30	40	0	1	71	0
195	Mary Sharp College	Winchester, Tenn	1850	1850	Z. C. Graves, LL. D	Baptist	8	4	4	3	35	...	16	1	135	...
196	Chappell Hill Female College	Chappell Hill, Tex	1853	1853	Rev. E. D. Pitts, D. D	M. E. So.	7	2	5	1	24	64	3	3	94	0
197	Dallas Female College	Dallas, Tex	1876	1876	W. K. Jones	Meth	7	2	5	2	40	96	...	1	137	...
198	Goliad College	Goliad, Tex	...	1877	Alexander A. Brooks, A. M., PH. D.	Non-sect	9	4	5	2	60	150	...	...	210	...
199	Andrew Female College	Huntsville, Tex	1851	1852	F. T. Mitchell	Meth	4	1	3	1	24	20	7	...	51	...
200	Baylor Female College	Independence, Tex	1866	1847	Rev. J. H. Luther, D. D	Baptist	6	3	3	1	25	40	...	...	65	0
201	Lamar Female Seminary	Paris, Tex	1871	1866	Rev. Oliver P. Stark	...	3	1	2	1	25	24	2	...	51	...
202	Nazareth Convent	Victoria, Tex	...	1867	Mother Mary St. Claire	R. C	...	...	15	...	...	...	...	...	100	...
203	Waco Female College*	Waco, Tex	1854	1854	Rev. Samuel P. Wright, A. M	M. E. So.	6	3	3	2	25	45	0	0	70	1
204	Vermont Methodist Seminary and Female College.	Montpelier, Vt	1865	1834	Julius B. Southworth	M. E	13	6	7	...	...	56	45	1	147	0
205	Martha Washington College	Abingdon, Va	1855	1855	Warren Du Pré, LL. D	M. E. So.	7	3	4	1	30	61	...	1	92	...
206	Hollins Institute	Botetourt Springs, Va.	1843	1842	Charles L. Cocke, sup't	Baptist	12	4	8	...	...	115	...	...	115	...
207	Albemarle Female Institute	Charlottesville, Va	1876	1856	Richard H. Rawlings, A. M	Baptist	8	4	4	...	...	57	2	...	59	...
208	Roanoke Female College	Danville, Va	1859	1859	S. W. and J. T. Averett	Non-sect	5	3	2	1	20	54	0	0	74	0
209	Farmville College	Farmville, Va	1875	1873	Rev. Paul Whitehead	M. E. So.	9	4	5	3	27	72	...	...	99	...
210	Marion Female College	Marion, Va	1873	1873	Rev. J. J. Scherer, A. M	Luth	9	4	5	2	37	35	13	...	85	...
211	Petersburg Female College	Petersburg, Va	1857	1857	Frank M. Wright, jr	Non-sect	5	2	3	...	...	41	...	...	...	...

* From Report of the Commissioner of Education for 1876.

a Students in academic and primary departments.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1877, *&c.*—Continued.

NOTE.— × indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory department.	Students.					Number of scholarships.
							Total.	Male.	Female.		Number in preparatory department.	Number in collegiate department.			Total number in all departments.	
												In regular course.	In special or partial course.	Number of graduate students.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
212	Southern Female College	Petersburg, Va	....	....	W. T. Davis, A. M.	Non-sect	5	2	3	....	....	....	....	....	60	....
213	Richmond Female Institute*	Richmond, Va	1853	1853	John Hart, M. A.	Baptist	7	3	4	1	22	78	....	0	100	0
214	Augusta Female Seminary	Staunton, Va	1842	1843	Miss Mary J. Baldwin	Presb	18	6	12	2	40	....	....	....	*a*200	0
215	Staunton Female Seminary*	Staunton, Va	1870	1870	Rev. J. I. Miller, A. M.	Luth	11	5	6	....	....	....	....	....	86	....
216	Episcopal Female Institute	Winchester, Va	1874	1874	Rev. J. C. Wheat, D. D	P. E	6	2	4	....	14	46	....	0	60	0
217	Wheeling Female College	Wheeling, W. Va	1848	1865	Miss A. Taylor	Non-sect	10	3	7	....	....	120	....	....	....	....
218	Kemper Hall*	Kenosha, Wis	1872	1870	Rev. George M. Everhart, D. D.	P. E	9	4	5	....	44	34	3	....	81	0
219	Milwaukee College	Milwaukee, Wis	1851	1851	Charles S. Farrar, A. M.	Non-sect	15	3	12	2	181	51	124	3	359	....
220	St. Clara Academy	Sinsinawa Mound, Wis.	1852	....	Sister Superior, O. S. D	R. C	....	....	....	....	....	87	....	....	....	....

*From Report of the Commissioner of Education for 1876.

a Average number.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for 1877, &c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is the institution authorized by law to confer collegiate degrees?	Number of years in full course of study.	Number of weeks in scholastic year.	Library.		Cost of—			Property, income, &c.				Date of next commencement.
					Number of volumes.	Increase in the last school year.	Board and lodging per annum.	Tuition per annum in preparatory department.	Tuition per annum in regular course.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
	1	17	18	19	20	21	22	23	24	25	26	27	28	29
1	Union Female College	×	4	36	....	....	$108	$36	$60	$12, 000	....	....	$5, 000	June 21.
2	Florence Synodical Female College	×	4	40	1, 500	....	220	30	60	50, 000	....	....	....	June 13.
3	Huntsville Female College	×	10	40	500	....	200	30	60	30, 000	$0	$0	....	June 6.
4	Rotherwood Home	....	....	40	....	....	200	40	50	....	....	....	....	
5	Judson Female Institute	×	5	40	3, 025	25	180	30–50	60	50, 000	0	0	4, 000	June 20.
6	Marion Female Seminary	×	7	40	2, 000	....	135	35	45	15, 000	....	....	6, 000	June 26.
7	Synodical Female Institute	....	5	40	150	....	225	30	120	15, 000	....	....	2, 000	June 22.
8	Alabama Central Female College	×	4	36	....	....	132	18–44	60	200, 000	....	....	....	June 19.
9	Tuscaloosa Female College	×	8	39	2, 500	....	150	30	60	....	....	....	....	
10	Alabama Conference Female College	×	4	40	....	....	200	30	50	55, 000	....	....	4, 050	June 21.
11	Young Ladies' Seminary	0	4	40	....	....	270	50	50	1, 500	....	....	5, 000	May 28.
12	College of Notre Dame	×	7	44	2, 500	....	275	....	....	....	....	....	....	June 4.
13	Hartford Female Seminary	0	4	40	300	0	500	40–60	60–120	40, 000	0	0	2, 500	June 19.
14	Grove Hall*	....	4	39	....	....	475	....	....	50, 000	....	....	....	June 19.
15	Congrégation de Notre Dame	....	8	40	1, 600	100	200	60	90	28, 000	....	....	....	June 24.
16	Wesleyan Female College	×	4	39	1, 300	0	180	50	60	50, 000	0	0	3, 500	June 20.
17	Lucy Cobb Institute	×	4	40	600	....	160	20, 40	60	50, 000	....	....	....	June 19.
18	Southern Masonic Female College	×	4	40	200	0	150	30	60	20, 000	0	0	3, 500	June 26.
19	Dalton Female College	×	5	39	....	....	125	20–36	50	12, 000	....	....	4, 000	June 27.
20	Monroe Female College	×	4	40	....	....	120	25–35	50	30, 000	....	....	....	July 10.
21	Griffin Female College	×	4	40	1, 430	....	130	35	50	10, 000	....	....	4, 300	June 26.
22	Hamilton Female College	×	4	40	....	....	125	30	50	12, 000	....	....	....	July 3.
23	La Grange Female College*	×	4	40	150	150	135	30–50	60	40, 000	0	0	2, 000	June 13.
24	Southern Female College	×	4	38	....	....	145	25–30	50	20, 000	....	....	4, 000	June 19.

*From Report of the Commissioner of Education for 1876.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for 1877, &c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is the institution authorized by law to confer collegiate degrees?	Number of years in full course of study.	Number of weeks in scholastic year.	Library.		Cost of—			Property, income, &c.				Date of next commencement.
					Number of volumes.	Increase in the last school year.	Board and lodging per annum.	Tuition per annum in preparatory department.	Tuition per annum in regular course.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
	1	17	18	19	20	21	22	23	24	25	26	27	28	29
25	Lumpkin Masonic Female College*	×	8	40	....	....	$120–200	$25	$40	*a*$13, 500	$0	$0	....	June 28.
26	Wesleyan Female College	×	5	42	3, 000	....	200	50	75	120, 000	....	....	$12, 000	June 19.
27	Georgia Female College*	×	4	40	250	0	150	30	40	20, 000	0	0	2, 000	June 28.
28	Marietta Female College	×	4	40	0	0	200	36	45	....	....	....	....	June 30.
29	College Temple	×	....	40	5, 000	....	150	25–40	55–80	*a*50, 000	....	....	....	June 26.
30	Houston Female College	×	8	40	....	....	125	30	40	....	....	....	....	June 25.
31	Rome Female College	×	4	40	1, 250	250	170	20–40	50	15, 000	0	0	4, 000	June 13.
32	Levert Female College*	×	4	40	300	0	125	30	40	6, 000	0	0	....	June 28.
33	Young Female College	×	4	40	....	....	130	35	50	10, 000	....	....	3, 000	June 25.
34	Almira College	×	4	40	1, 125	50	120	32	40	80, 000	....	....	....	June 19.
35	Highland College for Women	×	4	40	1, 000	25	300	40	60	100, 000	....	....	*b*6, 800	June 26.
36	Illinois Female College	×	6	40	1, 000	100	190	20, 40	40	50, 000	....	....	2, 000	June 6.
37	Jacksonville Female Academy	....	4	40	400	10	200	40	40	30, 000	....	....	3, 500	June 6.
38	St. Mary's School	*c*×	4	40	1, 500	....	(*d*)	(*d*)	(*d*)	70, 000	0	0	*b*20, 000	June 13.
39	Ferry Hall, Lake Forest University*	×	4	40	....	....	*b*350	....	60	....	....	....	....	June 27.
40	Chicago Female College	....	....	....	....	....	....	....	....	....	....	....	....	
41	St. Angela's Academy	×	7	40	600	....	160	....	....	35, 000	8, 000	0	7, 000	
42	Mt. Carroll Seminary	×	6	37	3, 000	....	*e*200	....	....	100, 000	....	....	....	June 11.
43	Rockford Female Seminary	×	4	40	2, 000	60	190	28	36	100, 000	0	0	3, 569	June 26.
44	Moravian Seminary for Young Ladies	0	3	42	500	....	*e*200	....	....	40, 000	0	0	*b*10, 000	June 26.
45	De Pauw Female College	×	4	40	800	0	160	24–32	40	30, 000	0	0	1, 200	June 13.
46	Immaculate Conception Academy	×	12	43	1, 100	100	180	20	30	....	....	....	....	June 27.
47	Mt. Pleasant Female Seminary*	....	4	40	1, 600	....	170	....	32	25, 000	....	....	5, 000	June 20.
48	College of the Sisters of Bethany	×	10–12	39	703	20	*e*200–300	24–33	36–42	100, 000	0	0	2, 938	June 19.
49	Bowling Green Female College	0	4	40	....	....	160	40	50	14, 000	....	....	....	June 3.
50	Clinton Female College	×	6	40	....	....	100	30	45	15, 000	....	....	1, 500	June 8.

51	Tarrant College		4	40	2,000		150	30	50				1,500	June 6.
52	Franklin Female College	×	4	40	250	8	130	23	45	20,500	0	0	4,850	June 13.
53	Georgetown Female Seminary	×	5–6	40	350	25	200	30–40	60	25,000			3,750	June 12.
54	Liberty Female College	×	4	40	600	50	155	30–40	50	20,000	0	0	3,500	June 13.
55	Daughters College	0	6	40	3,000		*e*300			40,000				June 14.
56	Bethel Female College	×	4–6	40			160	40	50	30,000			5,000	June 7.
57	South Kentucky Female College*		4	40			170	40	50					June 14.
58	Lebanon Institute for Young Ladies	×	7	40			160	32	40	11,000				June 6.
59	Hamilton Female College	×	4	40			230	15	22½, 30	100,000	0	0	4,500	June 13.
60	Lexington Baptist Female College	×	7	40			200	15–25	30	15,000			3,000	June 7.
61	Louisville Female College*	×	4	40	500		190	56	67					June 8.
62	Millersburg Female College	×	4	40	1,000	100	150	33	50	12,000	0	0	1,410	June 11.
63	Mt. Sterling Female College	×	3, 4	40	500	20	*e*200	33	43, 53	10,500			4,500	June 14.
64	Bourbon Female College	×	4	40	500		200	40	50	10,000			3,000	June 12.
65	Logan Female College	×	4–6	40	1,200	100	180	30	50	30,000			4,000	June 6.
66	Science Hill Female Academy		4	40			160	40	50	25,000				June, first week.
67	Shelbyville Female College	×	4	40	300		160	32	42, 50	12,000			2,000	June 6.
68	Stanford Female College	×	4	40	500		160	40	50	13,000				June 13.
69	Cedar Bluff Female College		4	40	250		120		50	15,000			*b*8,000	June 6.
70	Silliman Female Collegiate Institute	×	4	40	300	0	234	30, 40	50	25,000	20,000	1,600		June 20.
71	Mansfield Female College	×	5	40			160	56	56	36,000				June 26.
72	Minden Female College	×	4	40	500	100	150	25, 40	50	25,000			2,100	June 21.
73	Sylvester-Larned Institute for Young Ladies													
74	Maine Wesleyan Seminary and Female College	×	4	39	3,000	100	120	(15–30)		75,000	40,000	2,500	5,000	June 9.
75	Waterville Classical Institute	×	4	40	50	0	120	24	24	8,000	25,000	1,500	2,500	July 3.
76	Baltimore Academy of the Visitation		8	42	4,000			55	75					June 20.
77	Baltimore Female College	×	4	42	3,278		225–285	40–50	60–80	60,000				June 13.
78	The Misses Norris School		9				400							
79	Burkittsville Female Seminary	0	3	42			160	25	30	8,500				June 21.
80	Cambridge Female Seminary	×		40	500		200	32	48	10,000				June 20.
81	Frederick Female Seminary	×	4	40	600		200	40	50, 60		20,000			June.
82	Abbott Academy	0	4	39	1,592		246		54					
83	Lasell Seminary for Young Women	0	3, 4	36	504	50	260	60	90	50,000	0	0	*b*26,000	June 13.
84	Gannett Institute		4	40	3,500	100	300	80–125	200	80,000				June 19.
85	Bradford Academy	0	4	38	2,500		260	60	60	175,000	15,000			June 19.
86	Smith College	×	4	38			250		100	600,000	400,000	28,000		
87	Wheaton Female Seminary	0	4	38	2,510	73	210	45	45	50,000	20,000	1,000		June 28.
88	Maplewood Institute		4	38	1,500	25	270	24	30	50,000				June 26.
89	Mt. Holyoke Female Seminary	0	4	38	10,000	207	*f*175			250,000	60,000	3,900	*b*44,538	June 20.
90	Wellesley College	×	4	39	14,000	1,000	250				0	0		
91	Oread Collegiate Institute	0	4	41	2,000	0	300			60,000	0	0	4,000	June 26.
92	Michigan Female Seminary	0	4	39	600	25	*b*175							
93	Young Ladies' Seminary and Collegiate Institute	×	4	40	530	20	220	20	32	25,000	0	0	*b*8,000	June 20.
94	St. Mary's Hall	0	4	36	600		*b*350							June 18.
95	Minneapolis Female Seminary	×	3, 4, 6	38	500		200	50	50	20,000	0	0	3,000	June 4.
96	Whitworth Female College	×	3–4	40	500	300	*g*220	25–30	40–50	50,000	0	0	*b*23,660	June 25.
97	Central Female Institute	×	4	40	1,200	100	180	40	60	25,000			4,500	June 27.
98	Columbus Female Institute	×	9	40	250	0	160	40	60					June 27.

* From Report of Commissioner of Education for 1876.

a Original cost.

b Board and tuition.

c As Ewing University.

d $360 in any grade, for board and tuition.

e Includes tuition.

f Board, lodging, and tuition, with fuel, lights, and lectures.

g Includes text books, medicines, and medical attendance.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for 1877, &c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is the institution authorized by law to confer collegiate degrees?	Number of years in full course of study.	Number of weeks in scholastic year.	Library.		Cost of—			Property, income, &c.				Date of next commencement.
					Number of volumes.	Increase in the last school year.	Board and lodging per annum.	Tuition per annum in preparatory department.	Tuition per annum in regular course.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
	1	17	18	19	20	21	22	23	24	25	26	27	28	29
99	Franklin Female College	×	4	40	310	....	$180	$30	$50	$10,000	....	....	$1,500	June 20.
100	Meridian Female College	×	5	40	600	....	150	35	45	7,000	....	....	3,500	June 19.
101	Union Female College	×	4	40	900	50	145	30	40–50	30,000	....	....	4,800	June.
102	Chickasaw Female College	....	4	38	2,000	10	115	19–28	38	30,000	$0	$0	1,500	June 14.
103	Christian College	×	4	40	....	....	160	30	40, 50	....	....	....	....	June 13.
104	Stephens College	×	4	40	200	....	160	20–30	40–50	35,000	20,000	1,600	....	June 13.
105	Howard College	×	4	40	....	....	160	20–40	50	10,000	....	....	4,000	June 22.
106	Independence Female College	×	4	40	....	....	200	25	40–50	20,000	....	....	....	June 12.
107	St. Louis Seminary	×	4	36	2,000	....	400	....	....	20,000	....	....	4,500	May 23.
108	St. Teresa's Academy	×	....	40	....	....	....	....	....	30,000	....	....	....	
109	Central Female College	×	4–6	40	....	....	150	20–30	40	30,000	....	....	3,500	June 13.
110	Clay Seminary	0	4	38	300	30	160	40	50	7,500	....	....	2,500	June 8.
111	Inglesido College*	×	5	42	....	....	150	30	45	10,000	....	....	3,000	
112	Lindenwood College for Young Ladies*	×	5	38	....	....	*a*200	40–48	52–56	....	....	....	....	June 6.
113	St. Joseph Female College	×	7	40	....	....	180	20–40	50	40,000	0	0	2,940	June 6.
114	Mary Institute (Washington University)	×	9	40	400	0	....	90	140	75,000	(*b*)	(*b*)	23,000	June 13.
115	Ursuline Academy	....	6	43	2,500	0	150	....	....	....	....	....	....	
116	Adams Female Academy	×	4	13	400	20	200	5	7	7,000	4,200	250	....	July 3.
117	Robinson Female Seminary	0	8	36	300	0	....	*c*(30)		50,000	95,000	4,800	190	June 19.
118	New Hampshire Conference Seminary and Female College.*d*	×	4	39	600	3	117	18	30	25,000	10,000	700	....	June 19.
119	Tilden Ladies' Seminary	×	4	38	1,400	50	190	*e*45	*f*110	40,000	2,000	120	4,000	June 20.
120	Bordentown Female College	×	3, 4	40	500	....	....	*a*240	*a*280	25,000	0	0	....	June 19.
121	Ivy Hall	....	4	38	1,000	....	*a*350	....	....	10,000	....	....	....	June.
122	St. Mary's Hall*	....	7	40	....	....	*a*450	....	....	200,000	....	....	....	July.
123	Freehold Young Ladies' Seminary	....	....	39	1,000	25	*a*200	(24–52)		35,000	0	0	8,000	

124	Pennington Seminary and Female Collegiate Institute*	×	5	40	1,200	......	220	36	36	75,000	....	....	3,000	June 28.
125	St. Agnes School*	×	9	36	1,500	200	275	50	50–100	100,000	....	....	a35,000	June 20.
126	Brooklyn Heights Seminary	0	4	40	10,000	100	450	100–120	150	60,000	0	0	....	June 12.
127	Packer Collegiate Institute	....	......	40	3,882	49	475	15½	20–25	250,000	40,000	2,400	43,553	June 18.
128	Buffalo Female Academy	0	10	40	1,200	0	300	32, 48, 64	80, 96	81,639	400	24	6,485	June 13.
129	Holy Angels' Academy	0	......	40	520	......	150	12	24	80,000	0	0	4,729	June 30.
130	Granger Place School	0	2, 3, 4	38	1,000	......	a400	57	76	30,000	0	0	13,901	June 25.
131	Ontario Female Seminary*	0	4	42	1,000	......	350	....	30	2,000	0	0	560	June.
132	St. Joseph's Academy	....	6	42	600	......	200	0	0	60,000	....	g2,000	....	June 25.
133	Academy of the Sacred Heart	....	......	40	......	......	......	50	100	....	....	....	....	
134	Academy of Mt. St. Vincent on the Hudson	×	4	42	3,000	200	a295	....	....	300,000	0	0	70,000	June 27.
135	Mrs. S. Reed's Boarding and Day School*	0	10	38	500	......	900	100, 125	250	200,000	....	....	....	June 15.
136	D'Youville Academy	....	7	40	210	......	120	16	24	20,000	....	....	....	June 27.
137	Cook's Collegiate Institute	....	......	40	1,500	25	320	48	60	50,000	....	....	10,000	June 12.
138	Poughkeepsie Female Academy*	0	4	40	1,500	......	300	32	40–60	30,000	....	....	....	June 20.
139	Howland School	0	3, 4	38	2,500	30	228	....	h122	35,000	....	....	....	June 26.
140	Greensboro' Female College*	×	4	40	......	......	150	40	50	75,000	....	....	9,000	May 31.
141	Davenport Female College*	×	4	40	200	......	140	25	50	25,000	....	....	2,000	June 7.
142	Chowan Baptist Female Institute	×	4	40	800	0	108	40	50	50,000	0	0	....	June 26.
143	Wesleyan Female College	×	4	40	0	0	108	40	50	50,000	0	0	4,000	June.
144	Raleigh Female Seminary*	....	4	40	1,000	......	150	40	70	30,000	0	0	....	June.
145	St. Mary's School	....	......	......	......	......	160	50	60	....	....	....	....	June 21.
146	Salem Female Academy	×	4–5	40	3,550	50	a205	....	....	65,000	5,500	330	10,000	June.
147	Simonton Female College	....	......	40	......	......	130	20	40	12,000	....	....	....	June, 1st Tuesday.
148	Thomasville Female College	×	......	40	600	......	115	40	50	12,000	....	....	2,500	June 5.
149	Bartholomew English and Classical School for Young Ladies.	0	2, 3, 6	38	......	......	600	130	150	....	....	....	....	June 13.
150	Cincinnati Wesleyan College	×	4	38	1,500	......	230	42–82	102	250,000	....	....	....	June 19.
151	Cleveland Female Seminary	×	4	40	2,000	......	300	50	60	150,000	....	....	....	June 19.
152	Cooper Academy	0	4	39	1,100	......	300	50	100	40,000	0	0	....	June 21.
153	Glendale Female College	×	6	39	2,500	25	250	40	50	75,000	0	0	....	June 13.
154	Granville Female College	....	7	38	2,000	......	145	30	30	25,000	0	0	....	June 20.
155	Young Ladies' Institute*	0	4	40	1,000	......	190	30	36	25,000	....	....	a9,000	June 29.
156	Highland Institute	×	4	39	500	40	219	18	36	20,000	0	0	900	June 13.
157	Hillsboro' Female College	×	2, 4	38	600	......	160	30	40	40,000	0	0	....	June 20.
158	Oxford Female College	....	4	38	2,000	......	250	50	50	100,000	....	....	11,471	June 12.
159	Western Female Seminary	0	4	38	2,093	......	a170	....	....	....	....	....	....	June 20.
160	Lake Erie Seminary	....	4	39	1,500	......	a170	....	....	100,000	....	....	13,580	June 27.
161	St. Helen's Hall	....	9	40	550	50	300	30	50	30,000	....	....	....	June 20.
162	Allentown Female College	....	3	40	300	......	a236	32–36	40–50	35,000	....	....	....	June 28.
163	Moravian Seminary for Young Ladies	×	......	40	5,000	50	200	40	40	100,000	0	0	4,800	June 21.
164	Blairsville Ladies' Seminary	....	3	....	500	50	200	20	40	27,000	....	....	....	June 19.
165	Wilson College	×	4	39	1,400	100	240	....	60	75,000	20,000	1,400	6,000	June 19.
166	Pennsylvania Female College	×	4	40	2,500	......	200	40	50	50,000	....	....	....	June 20.
167	Miss Mary E. Stevens's School	....	10	40	900	150	500	75	125	17,000	....	....	....	June 24.
168	University Female Institute	0	2, 3	40	900	......	140	30	36	75,000	(i)	(i)	....	June 25.
169	Irving Female College	×	4	40	3,000	......	a300	50	80	35,000	....	....	....	June 19.
170	Brooke Hall Female Seminary	0	4	40	600	50	a400	....	....	65,000	0	0	20,000	June 20.

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* From Report of the Commissioner of Education for 1876.

a Board and tuition.

b Reported with Washington University (Table IX).

c Free to residents of Exeter.

d These statistics are for the college only.

e In English and classical course.

f Includes ornamental branches.

g From Catholic community.

h Day scholars from the village attend at a lower cost.

i Reported with University at Lewisburg (Table IX).

TABLE VIII.—*Statistics of institutions for the superior instruction of women for 1877, &c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

	Name.	Is the institution authorized by law to confer collegiate degrees?	Number of years in full course of study.	Number of weeks in scholastic year.	Library.		Cost of—			Property, income, &c.				Date of next commencement.
					Number of volumes.	Increase in the last school year.	Board and lodging per annum.	Tuition per annum in preparatory department.	Tuition per annum in regular course.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
	1	17	18	19	20	21	22	23	24	25	26	27	28	29
171	Chestnut Street Seminary	....	....	39	1,000	....	$500	....	$100, 125	....	....	....	....	
172	Pennsylvania Female College*	×	4	40	....	....	280	$40	80	$200,000	....	....	$8,348	June 21.
173	Pittsburgh Female College	×	9	40	625	....	240	*a*48½	65	100,000	$21,950	$1,275	14,434	June 20.
174	Washington Female Seminary	....	4	40	500	....	250	20–24	30–50	20,000	....	....	....	June 19.
175	Due West Female College	×	4	40	400	50	108	15–22	40	15,000	1,000	60	4,500	July 4.
176	Greenville Baptist Female College	×	4–5	40	....	....	150	20	25–35	20,000	....	....	....	June 20.
177	Williamston Female College	×	4	40	400	50	130	25	40	15,000	....	....	....	June 20.
178	Athens Female Seminary	×	4	40	0	0	90	20	30	5,000	0	0	820	June 7.
179	Bristol Female College	×	4	40	....	....	100	20	40	15,000	....	....	....	June 6.
180	Brownsville Female College*	×	....	40	400	20	170	30, 40	54	20,000	0	*b*300	4,000	June 13.
181	Wesleyan Female College	×	4	40	400	....	180	34, 44	54	4,500	....	....	2,000	June 5.
182	Bellevue Female College	×	8	40	500	....	140	30	50	10,000	....	....	....	June 13.
183	Columbia Athenæum*	×	7	43	11,000	500	180	20	35	125,000	....	....	9,681	June 21.
184	Tennessee Female College*	×	4	40	1,100	50	240	44	64	20,000	....	....	7,000	June 6.
185	Odd Fellows' Female College*	×	4	40	....	....	....	30	50	13,000	....	....	1,200	June 15.
186	Memphis Conference Female Institute	×	5	40	4,500	150	90	15, 20	25	45,000	0	0	....	June 12.
187	East Tennessee Female Institute*	×	4	40	0	....	....	30	40	15,000	0	0	2,500	June 15.
188	Cumberland Female College	×	7	40	400	....	150	10–30	30–50	20,000	....	....	2,000	June 6.
189	State Female College	×	4	40	1,200	....	200	40	60	8,000	....	....	....	June 11.
190	Murfreesboro' Female Institute	×	4	40	500	20	180	25–32	40–50	12,000	....	....	3,000	June 6.
191	Soulé Female College	×	3	40	60	0	210	25, 30, 40	50	15,000	0	0	3,000	June.
192	W. E. Ward's Seminary for Young Ladies	×	5	40	2,000	....	200	40–60	80	75,000	....	....	13,000	June 3, 4, 5.
193	Martin College	×	4	40	0	0	160	30–40	50	50,000	30,000	1,800	4,000	June 14.
194	Rogersville Female College	×	4	40	3,000	0	200	22–32	32–52	20,000	0	0	3,000	June 7.
195	Mary Sharp College	×	4	40	2,000	300	164	40	60	20,000	....	....	1,200	June 19.
196	Chappell Hill Female College	×	....	40	400	0	140	35	55	14,000	0	0	6,347	June 18.

197	Dallas Female College	×	4	40	300	......	170	32	52	20, 000	......	......	......	June 15.
198	Goliad College	×	4	40	......	......	c200	......	......	10, 000	......	......	......	June 20.
199	Andrew Female College	×	4	40	235	235	150	20	35, 50	12, 500	......	......	3, 000	June 19.
200	Baylor Female College	×	4	40	......	......	200	30	50	15, 000	6, 000	500	2, 000	June.
201	Lamar Female Seminary	×	7	40	......	......	140	25	40	6, 000	......	......	......	June, last Wed.
202	Nazareth Convent	......	......	......	200	......	130	......	20	......	......	......	......	June 30.
203	Waco Female College*	×	4	40	250	0	180	30–40	50	35, 000	0	0	3, 800	June 7.
204	Vermont Methodist Seminary and Female College	×	4	39	800	......	120	......	45	80, 000	2, 000	120	2, 900	June 13.
205	Martha Washington College	×	4	40	1, 200	75	160	20, 30, 40	60	45, 000	......	......	4, 260	June 20.
206	Hollins Institute	×	......	36	......	......	180	25	60	75, 000	......	......	d12, 000	June 19.
207	Albemarle Female Institute	×	5	36	600	200	130	......	50	30, 000	......	......	3, 000	June 26.
208	Roanoke Female College	×	4	39	......	......	150	40	a50	25, 000	......	......	3, 000	May 29.
209	Farmville College	×	4	40	......	......	150	35	70	10, 000	0	0	......	June 5.
210	Marion Female College	×	......	40	300	......	110	25	45	12, 000	......	......	1, 500	June 6.
211	Petersburg Female College	×	......	40	......	......	175	40	50	8, 000	......	......	3, 000	June 19.
212	Southern Female College	×	3, 4	40	1, 000	......	c170	30	50	20, 000	0	0	......	June 25.
213	Richmond Female Institute*	×	5	40	......	......	198	45	75–100	50, 000	0	0	6, 000	June 15.
214	Augusta Female Seminary	......	6	40	......	......	200	36	50	50, 000	......	......	......	June 5.
215	Staunton Female Seminary*	×	7	40	300	......	200	36	45	20, 000	......	......	......	June 13.
216	Episcopal Female Institute	×	4	40	......	......	......	25–30	40–50	15, 000	0	0	c4, 500	June 13.
217	Wheeling Female College	×	5	40	......	......	300	......	......	......	......	......	......	June 12.
218	Kemper Hall*	×	8	38	1, 400	100	300	100–150	100–150	70, 000	0	0	9, 000	June 13.
219	Milwaukee College	×	4	40	2, 500	1, 500	300	50	60	76, 000	0	0	18, 000	June 18.
220	St. Clara Academy	×	4	42	1, 000	......	200	150	......	......	......	......	......	July 11.

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* From Report of Commissioner of Education for 1876.

a Average.

b From rents.

c Board and tuition.

d Including tuition fees for music.

e Includes fuel and lights

TABLE VIII.—*Memoranda.*

Name.	Location.	Remarks.
Huntsville Female Seminary	Huntsville, Ala	Name changed to Rotherwood Home.
Hocker College	Lexington, Ky	Name changed to Hamilton Female College.
Marguerite Institute	New York, N. Y. (13 E. 46th st.).	Removed.
Ohio Wesleyan Female College	Delaware, Ohio	Consolidated with Ohio Wesleyan University.
Mary Anna Longstreth's School	Philadelphia, Pa.	Closed.
Paine Female College	Goliad, Tex	Closed, and succeeded by Goliad College.

List of institutions for the superior instruction of women from which no information has been received.

Name.	Location.
Centenary Institute	Summerfield, Ala.
School for girls (Miss Sarah Porter).	Farmington, Conn.
Young Ladies' Institute	Windsor, Conn.
Furlow Masonic Female College.	Americus, Ga.
Cherokee Baptist Female College.	Rome, Ga.
Seminary of the Sacred Heart.	Chicago, Ill.
Female College of Indiana	Greencastle, Ind.
St. Mary's Academic Institute.	St. Mary's of the Woods, Ind.
Warrendale Female College	Georgetown, Ky.
St. Catherine's Academy	Lexington, Ky.
Kentucky College	Pewee Valley, Ky.
Patapsco Female Institute	Ellicott City, Md.
Notre Dame Academy	Boston, Mass. (Highlands).
Female College	Sardis, Miss.
Sharon Female College	Sharon, Miss.
Academy of the Visitation	St. Louis, Mo.
Delacove Institute	Trenton, N. J.
Academy of the Sacred Heart	Near Albany, N. Y.
Athenæum Seminary	Brooklyn, N. Y. (cor. Clinton st. and Atlantic av.).
St. Clare's Academy	Buffalo, N. Y.
Jane Grey School	Mt. Morris, N. Y.
English, French, and German School.	New York, N. Y. (222 Madison av.).
Asheville Female College	Asheville, N. C.
Madame Clement's School	Germantown (Phila.), Pa. (W. Walnut lane).
Academy of Notre Dame	Philadelphia, Pa.
Chegaray Institute	Philadelphia, Pa. (1527 Spruce st.).
Cottage Hill Seminary	York, Pa.
Columbia Female College	Columbia, S. C.
La Grange Female College	La Grange, Tenn.
St. Cecilia's Female College	Nashville, Tenn.
Savannah Female College	Savannah, Tenn.
Austin Collegiate Female Institute.	Austin, Tex.
Bryan Female Seminary	Bryan, Tex.
Galveston Female High School.	Galveston, Tex.
Ursuline Academy	Do.
Mozart Institute	Staunton, Va.
Virginia Female Institute	Do.
Wesleyan Female Institute	Do.
Parkersburg Female Academy.	Parkersburg, W. Va.

TABLE IX.—*Statistics of universities and colleges for* 1877; *from replies to inquiries by the United States Bureau of Education.*

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

	Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.					Number of students unclassified.
							Number of instructors.	Students.				
								Male.	Female.	Preparing for classical course.	Preparing for scientific course.	
	1	2	3	4	5	6	7	8	9	10	11	12
1	Southern University*	Greensboro', Ala.	1856	1858	M. E. South	Rev. Luther M. Smith, A. M., D. D.	1	36	0	....	....	....
2	Howard College	Marion, Ala	1842	1842	Baptist	J. T. Murfee, LL.D	1	35	0	25	10	....
3	Spring Hill College	Near Mobile, Ala	1836	1830	R. C	Rev. D. Beaudequin, S. J	....	27	0	....	....	*a*50
4	University of Alabama	Tuscaloosa, Ala.	1820	1831	Non-sect	Carlos G. Smith, LL.D	0	0	0	0	0	0
5	Arkansas College	Batesville, Ark	1872	1872	Presb	Rev. Isaac J. Long, D. D	1	50	33	20	28	....
6	Cane Hill College	Boonsborough, Ark	1852	1853	Cumb. Presb	Rev. F. R. Earle, A. M	....	58	28	....	....	....
7	Judson University	Judsonia, Ark	1871	1875	Baptist	Rev. Benjamin Thomas, D. D	2	56	34	24	....	....
8	St. John's College of Arkansas	Little Rock, Ark	1850	1859	Non-sect	R. H. Parham, jr., A. M.	....	....	....	19	....	....
9	Missionary College of St. Augustine	Benicia, Cal	1868	1867	Prot. Epis	Rt. Rev. J. H. D. Wingfield, D. D., LL.D.	3	20	....	....	....	....
10	Pierce Christian College	College, City, Cal	1874	1874	Christian	J. C. Keith	1	51	44	6	....	....
11	St. Vincent's College	Los Angeles, Cal	1869	1867	R. C	Rev. M. Richardson, C. M	....	....	....	....	....	....
12	University of California*	Oakland, Cal	1868	1869	Non-sect	John Le Conte, M. D	0	0	0	0	0	....
13	St. Ignatius College	San Francisco, Cal. (344 Jessie street).	1859	1855	R. C	Rev. John Pinasco, S. J	....	....	....	....	....	737
14	St. Mary's College	San Francisco, Cal	1872	1863	R. C	Brother Justin	6	223	0	53	85	....
15	Santa Clara College	Santa Clara, Cal	1855	1851	R. C	Rev. A. Brunengo, S. J	2	100	0	....	....	....
16	University of the Pacific	Santa Clara, Cal	1852	1852	Meth. Epis	Rev. C. C. Stratton, A. M	2	85	46	12	119	....
17	Pacific Methodist College	Santa Rosa, Cal	1862	1861	M. E. South	Rev. William A. Finley, A. M., D. D.	3	51	49	30	70	....
18	College of Our Lady of Guadalupe*	Santa Ynez, Cal	1816	1844	R. C	Brother Bernard Mathews, O. S. F	....	41	....	15	9	....
19	California College	Vacaville, Cal	1872	1860	Baptist	Rev. S. A. Taft	....	20	21	2	39	....
20	Washington College	Washington, Cal	1871	1871	Non-sect	S. S. Harmon, A. M	3	30	17	12	35	....
21	Hesperian College	Woodland, Cal	1869	1861	Christian	A. M. Elston, A. M	2	58	49	10	80	*b*17
22	University of Colorado	Boulder, Colo	....	1877	....	Dr. Joseph A. Sewall	3	34	30	30	10	....
23	Colorado College	Colorado Springs, Colo	1874	1874	Cong	Rev. E. P. Tenney	....	(50)		....	....	....

* From Report of the Commissioner of Education for 1876.

a These are students in commercial course.

b These are students preparing for commercial course.

TABLE IX.—*Statistics of universities and colleges for 1877, &c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.					Number of students unclassified.
							Number of instructors.	Students.				
								Male.	Female.	Preparing for classical course.	Preparing for scientific course.	
	1	2	3	4	5	6	7	8	9	10	11	12
24	Trinity College	Hartford, Conn	1823	1824	Prot. Epis	Rev. Thomas R. Pynchon, D. D., LL. D.	0	0	0	0	0	0
25	Wesleyan University	Middletown, Conn	a1831	1830	Meth. Epis	Rev. Cyrus D. Foss, D. D	0	0	0	0	0	0
26	Yale College*	New Haven, Conn	1701	1701	Non-sect	Rev. Noah Porter, D. D., LL. D	0	0	0	0	0	......
27	Delaware College	Newark, Del	b1867	b1870	Non-sect	William H. Purnell, LL.D	4	33	34	......	......	......
28	University of Georgia*	Athens, Ga	1785	1801	Non-sect	Rev. Henry H. Tucker, D. D. (chancellor).	....	......	......	......	......	......
29	Atlanta University*	Atlanta, Ga	1867	1869	Non-sect	Edmund A. Ware, A. M	....	20	0	20	0	......
30	Bowdon College	Bowdon, Ga	1857	1856	Non-sect	......	....	......	......	......	......	......
31	Gainesville College	Gainesville, Ga	......	1877	Non-sect	Rev. C. B. La Hatte	....	34	31	30	8	......
32	Mercer University	Macon, Ga	1837	1838	Baptist	Rev. A. J. Battle, D. D	0	0	0	0	0	0
33	Pio Nono College	Macon, Ga	1876	1874	R. C	Rt. Rev. W. H. Gross, D. D	2	15	......	(15)		......
34	Emory College	Oxford, Ga	1836	1837	M. E. South	Atticus G. Haygood	2	49	......	......	......	......
35	Abingdon College*	Abingdon, Ill	1855	1855	Christian	Clark Braden, A. M	....	......	......	......	......	106
36	Hedding College*	Abingdon, Ill	1853	1854	Meth. Epis	Rev. J. G. Evans, A. M	....	116	74	36	45	......
37	Illinois Wesleyan University	Bloomington, Ill	1850	1850	Meth	Rev. W. H. H. Adams, D. D	....	272	136	136	126	......
38	St. Viator's College	Bourbonnais Grove, Ill	1874	1868	R. C	Rev. Thomas Roy	....	125	......	35	......	c30
39	Blackburn University	Carlinville, Ill	1857	1859	Presb	R. B. Minton, A. M. (chairman of faculty).	3	75	43	57	61	......
40	Carthage College	Carthage, Ill	1870	1870	Luth	Rev. D. L. Tressler, PH. D	1	67	18	......	......	......
41	St. Ignatius College	Chicago, Ill	1870	......	R. C	Rev. Thomas H. Miles, S. J	2	189	0	156	......	......
42	University of Chicago	Chicago, Ill	1857	1857	Baptist	Hon. Alonzo Abernethy *d*	....	56	25	......	......	......
43	Rock River University *e*	Dixon, Ill	1876	1875	Non-sect	Rev. M. McKendree Tooke, D. D. (chancellor).	5	94	65	32	28	......
44	Eureka College	Eureka, Ill	1855	1855	Christian	H. W. Everest, A. M	0	......	......	......	......	......
45	Northwestern University	Evanston, Ill	1851	1855	Meth. Epis	Oliver Marcy, LL.D. (acting)	7	*f*124	*f*56	62	46	......
46	Ewing College	Ewing, Ill	1874	1864	Baptist	Rev. William Shelton, D. D	2	58	16	12	56	......
47	Knox College	Galesburg, Ill	1837	1838	Non-sect	Hon. Newton Bateman, A. M., LL.D.	6	90	80	89	41	......
48	Lombard University	Galesburg, Ill	1859	1852	Universalist	Rev. Nehemiah White, A. M	2	26	15	6	35	......

49	Illinois Agricultural College*	Irvington, Ill	1861	1866	......	G. H. French, A. M	2	61	51	3	12	11
50	Illinois College	Jacksonville, Ill	1835	1830	Non-sect	Rufus C. Crampton, A. M. (acting)	3	46	......	18	28	(g)
51	Swedish-American Ansgari College	Knoxville, Ill	1875	1876	Evang. Luth	Rev. Charles Anderson, A. M	1	42	......	10	18	......
52	Lake Forest University	Lake Forest, Ill	1857	1876	Presb	Rev. R. W. Patterson, D. D	9	77	h75	15	10	......
53	McKendree College	Lebanon, Ill	i1834	1828	Meth. Epis	Rev. John W. Locke, D. D	....	49	21	33	37	......
54	Lincoln University*	Lincoln, Ill	1865	1865	Cumb. Presb	Rev. A. J. McGlumphy, D. D	....	(271)		50	221	......
55	Evangelisch-Lutherisches Collegium	Mendota, Ill	......	1868	Evang. Luth	F. Richter, (secretary)	0	0	0	0	0	......
56	Monmouth College	Monmouth, Ill	1857	1856	United Presb	Rev. D. A. Wallace, D. D. LL.D d	5	91	80	70	101	......
57	Northwestern College	Naperville, Ill	1865	1861	Evangelical	Rev. A. A. Smith, A. M	4	166	85	4	16	......
58	Augustana College	Rock Island, Ill	1865	1863	Luth	Rev. T. N. Hasselquist, D. D	2	62	0	(40)		......
59	St. Joseph's Ecclesiastical College	Teutopolis, Ill	......	1861	R. C	Very Rev. P. M. Klostermann, O. S. F	2	38	......	......	......	......
60	Shurtleff College	Upper Alton, Ill	1835	1827	Baptist	Rev. A. A. Kendrick, D. D	3	72	27	50	49	......
61	Westfield College	Westfield, Ill	1865	1865	United Breth	Rev. Samuel B. Allen, D. D	....	64	36	15	85	......
62	Wheaton College	Wheaton, Ill	1861	1855	Cong	Rev. J. Blanchard	8	71	51	29	22	......
63	Bedford College	Bedford, Ind	1872	1872	Christian	J. A. Beattie, B. S., C. E	....	32	22	29	25	......
64	Indiana University	Bloomington, Ind	1828	1828	Non-sect	Rev. Lemuel Moss, D. D	2	65	83	128	20	......
65	Wabash College*	Crawfordsville, Ind	1833	1833	Presb	Rev. Joseph F. Tuttle, D. D	....	116	......	46	18	......
66	Concordia College	Fort Wayne, Ind	1850	j1848	Evang. Luth	C. J. Otto Hanser	1	66	......	66	......	......
67	Fort Wayne College	Fort Wayne, Ind	1846	1848	Meth. Epis	W. F. Yocum, A. M	11	50	75	7	118	......
68	Franklin College	Franklin, Ind	1835	1835	Baptist	Rev. W. T. Stott, A. M	....	25	20	22	23	......
69	Indiana Asbury University*	Greencastle, Ind	1837	1837	Meth. Epis	Rev. Alexander Martin, D. D	4	135	65	35	23	......
70	Hanover College*	Hanover, Ind	1833	1827	Presb	Rev. George C. Heckman, D. D	....	61	......	......	......	......
71	Hartsville University	Hartsville, Ind	1851	1852	United Breth	Rev. William J. Pruner	....	63	36	......	......	......
72	Butler University	Irvington, Ind	1850	1855	Christian	Otis A. Burgess, A. M., LL. D	5	134	90	47	147	k30
73	Smithson College	Logansport, Ind	......	1873	Universalist	Rev. J. W. Hanson, A. M., D. D	1	30	23	......	......	......
74	Union Christian College	Merom, Ind	1859	1860	Christian	Rev. Thomas C. Smith, A. M	2	42	30	9	......	......
75	Moore's Hill College	Moore's Hill, Ind	......	1856	Meth. Epis	Rev. John P. D. John, A. M	....	56	25	......	......	......
76	University of Notre-Dame du Lac	Notre Dame, Ind	1844	1842	R. C	Rev. Patrick J. Colovin, C. S. C	9	......	......	......	......	......
77	Earlham College	Richmond, Ind	1859	l1859	Friends	Joseph Moore, A. M	4	58	64	48	74	......
78	Ridgeville College	Ridgeville, Ind	1867	1868	Free Baptist	Rev. Samuel D. Bates, A. M	....	60	37	......	......	......
79	St. Meinrad's College	St. Meinrad, Ind	0	1860	R. C	Rt. Rev. Martin Marty, O. S. B. (abbot).	2	20	......	......	......	......
80	Algona College	Algona, Iowa	1872	1871	Meth. Epis	David W. Ford, A. M	....	47	56	9	94	......
81	Amity College*	College Springs, Iowa	1853	1857	Non-sect	Rev. A. T. McDill, A. M	3	57	55	10	64	......
82	Norwegian Luther College	Decorah, Iowa	0	1861	Evang. Luth	Rev. Laur. Larsen	....	93	......	......	......	......
83	University of Des Moines	Des Moines, Iowa	1865	1866	Baptist	Rev. J. A. Nash, D. D	....	45	45	20	......	......
84	Parsons College	Fairfield, Iowa	1875	1875	Presb	Rev. John Armstrong	....	41	21	27	35	......
85	Upper Iowa University	Fayette, Iowa	1857	1856	Meth. Epis	Rev. J. W. Bissell, A. M	1	110	100	25	26	......
86	Iowa College*	Grinnell, Iowa	1847	1848	Cong	Rev. George F. Magoun, D. D	....	40	40	......	......	189
87	Humboldt College	Humboldt, Iowa	......	1872	Non-sect	Rev. Stephen H. Taft	....	14	21	......	......	......
88	Simpson Centenary College	Indianola, Iowa	1867	1868	Meth. Epis	Rev. Alexander Burns, D. D., LL. D	4	118	46	......	......	......
89	Iowa State University	Iowa City, Iowa	1847	1860	Non-sect	Christian W. Slagle	5	144	73	(175)		......
90	German College	Mt. Pleasant, Iowa	1873	1873	Meth. Epis	Rev. George F. W. Willey, A. M	4	24	10	5	29	......
91	Iowa Wesleyan University	Mt. Pleasant, Iowa	1855	1855	Meth. Epis	Rev. W. J. Spaulding, PH. D	4	54	23	6	71	......
92	Cornell College	Mt. Vernon, Iowa	1857	1857	Meth. Epis	Rev. William F. King, D. D	10	227	138	182	183	......

* From Report of the Commissioner of Education for 1876. *a* Present charter 1870. *b* Rechartered and reorganized. *c* These are students preparing for commercial course. *d* Since resigned. *e* Suspended during the year, but will reopen September, 1878; the statistics are taken from the Report for 1876. *f* Includes students preparing for Latin and scientific course, and for course in modern literature. *g* There is a commercial department having 4 teachers and 250 students. *h* These are in the ladies' department, Ferry Hall, and reported in Table VIII. *i* As a college; renewed in 1839 with university powers. *j* At Fort Wayne; 1839 at St. Louis. *k* Special students. *l* Organized as Friends' Indiana Boarding School in 1847.

TABLE IX.—*Statistics of universities and colleges for 1877, &c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.					Number of students unclassified.
							Number of instructors.	Students.				
								Male.	Female.	Preparing for classical course.	Preparing for scientific course.	
	1	2	3	4	5	6	7	8	9	10	11	12
93	Oskaloosa College	Oskaloosa, Iowa	1867	1861	Christian	G. T. Carpenter, A. M	2	52	46	*a*35	*a*13	......
94	Penn College	Oskaloosa, Iowa	·1866	1873	Friends	John W. Woody, A. M	....	85	53	41	*a*40	......
95	Central University of Iowa	Pella, Iowa	1852	1852	Baptist	Rev. L. A. Dunn, D. D	3	(134)		51	41	......
96	Tabor College	Tabor, Iowa	1866	1866	Cong	Rev. William M. Brooks, A. M	2	97	43	20	28	......
97	Western College	Western College, Iowa	1856	1857	United Breth	Rev. E. B. Kephart, A. M	7	105	70	12	38	......
98	St. Benedict's College	Atchison, Kans	1868	1859	R. C	Rt. Rev. Innocent Wolf, O. S. B	....	53	......	16	37	......
99	Baker University	Baldwin City, Kans	1858	1857	Meth. Epis	Rev. J. Denison, D. D	2	59	57	......	......	......
100	Highland University	Highland, Kans	1858	......	Presb	Rev. Robert Cruikshank, D. D	....	......	......	(69)		......
101	University of Kansas	Lawrence, Kans	1864	1865	Non-sect	Rev. James Marvin, D. D	3	157	149	123	183	......
102	Lane University	Lecompton, Kans	1862	1862	United Breth	N. B. Bartlett, A. M	....	50	20	......	......	......
103	Ottawa University	Ottawa, Kans	1865	1866	Baptist	P. J. Williams	2	22	10	7	3	......
104	St. Mary's College	St. Mary's, Kans	1869	1869	R. C	Rev. F H. Stuntebeck, S. J	2	130	0	65	0	......
105	Washburn College	Topeka, Kans	1865	1865	Cong	Rev. Peter McVicar, M. A., D. D	....	36	7	29	14	......
106	St. Joseph's College	Bardstown, Ky	1824	1819	R. C	Rev. W. J. Dunn	....	105	......	80	19	......
107	Berea College	Berea, Ky	1865	1858	Non-sect	Rev. E. H. Fairchild	7	145	128	5	10	......
108	Cecilian College	Cecilian P. O., Ky	1867	1860	R. C	H. A. Cecil	....	100	......	25	50	......
109	Centre College	Danville, Ky	1819	1823	Presb	Ormond Beatty, LL. D	2	56	0	41	10	......
110	Eminence College	Eminence, Ky	*b*1861	1857	Christian	W. S. Giltner	1	16	14	7	23	......
111	Kentucky Military Institute	Farmdale, Ky	1846	1845	Non-sect	Col. R. D. Allen, M. A., C. E., M. D	1	20	0	10	10	......
112	Georgetown College	Georgetown, Ky	1829	1830	Baptist	Rev. Basil Manly, jr., D. D., LL. D	1	32	0	19	13	......
113	Kentucky University	Lexington, Ky	1858	1859	....	J. B. Bowman, LL. D. (regent)	....	......	......	......	......	......
114	Murray Male and Female Institute*	Murray, Ky	1870	1871	Non-sect	J. P. Brannock, A. M	2	63	51	7	9	......
115	Concord College	New Liberty, Ky	1867	1868	Baptist	James Rice	1	8	12	......	5	......
116	Kentucky Classical and Business College.	North Middletown, Ky	1878	1877	Christian	E. V. Zollars	2	30	20	32	15	......
117	Bethel College	Russellville, Ky	1856	1856	Baptist	Leslie Waggener	....	20	......	15	5	......
118	St. Mary's College	St. Mary's, Ky	1837	1821	R. C	Rev. David Fennessy, C. R	....	......	......	......	......	......

119	Louisiana State University and Agricultural and Mechanical College. *c*	Baton Rouge, La.	1853 1874	1860 1874		David F. Boyd	....	....	....	....	....	....
120	St. Charles College	Grand Coteau, La	1852	1837	R. C	Rev. Robert Ollivier, S. J	....	....	....	....	....	....
121	Centenary College of Louisiana	Jackson, La	1825	1825	M. E. South	Rev. C. G. Andrews, A. M., D. D	1	37	....	....	....	....
122	Leland University	New Orleans, La	1873	1873	Baptist	Rev. M. Stone, D. D	....	....	....	....	....	....
123	Straight University *d*	New Orleans, La	1869	1870	Cong	Rev. W. S. Alexander, A. M	7	108	91	....	....	....
124	Jefferson College, St. Mary's	St. James Parish, La	1861	1864	R. C	Rev. J. B. Bigot, S. M	....	120	....	....	....	....
125	Bowdoin College	Brunswick, Me	1794	1801	Trin. Cong	Joshua L. Chamberlain, LL. D	0	0	0	0	0	0
126	Bates College*	Lewiston, Me	1863	1863	F. W. Baptist	Rev. O. B. Cheney, D. D	....	....	....	....	....	....
127	Colby University	Waterville, Me	1820	1818	Baptist	Rev. Henry E. Robins, D. D	0	0	0	0	0	0
128	St. John's College	Annapolis, Md	1784	1789	Non-sect	James M. Garnett, M. A., LL. D	2	57	0	....	....	....
129	Johns Hopkins University	Baltimore, Md	1867	1876	Non-sect	Daniel C. Gilman, A. M., LL. D	0	0	0	0	0	0
130	Loyola College	Baltimore, Md	1853	1852	R. C	Edward A. McGurk	7	104	0	64	*e*104	....
131	Washington College	Chestertown, Md	1782	1782	Non-sect	William J. Rivers	....	10	....	....	....	....
132	Rock Hill College*	Ellicott City, Md	1865	1857	R. C	Rev. Brother Bettelin	8	97	....	40	57	....
133	St. Charles's College	Near Ellicott City, Md	1830	1848	R. C	Rev. P. P. Denis, S. S., A. M	0	50	....	(50)		....
134	Frederick College	Frederick City, Md	1829	1797	Non-sect	Thomas A. Gatch, A. M	0	0	0	0	0	0
135	Western Maryland College	Westminster, Md	1868	1867	Meth. Prot	Rev. James Thomas Ward, D. D	1	21	8	21	8	....
136	Amherst College	Amherst, Mass	1825	1821	Cong	Rev. Julius H. Seelye, D. D	....	....	....	....	....	....
137	Boston College*	Boston, Mass. (761 Harrison avenue).	1863	1864	R. C	Rev. Robert Fulton, S. J	6	150	....	150	0	....
138	Boston University, College of Liberal Arts.	Boston, Mass	1869	1873	Meth. Epis	Rev. William F. Warren, S. T. D., LL.D.	0	0	0	0	0	0
139	Harvard College	Cambridge, Mass	1650	1638	Non-sect	Charles W. Eliot, LL.D	0	0	0	0	0	....
140	Tufts College	College Hill, Mass	1852	1855	Universalist	Elmer H. Capen	....	....	....	....	....	....
141	Williams College	Williamstown, Mass	1793	1793	Cong	Rev. Paul A. Chadbourne, D. D., LL.D.	....	....	....	....	....	....
142	College of the Holy Cross	Worcester, Mass	1865	1843	R. C	Rev. Joseph B. O'Hagan, S. J	1	150	....	(150)		....
143	Adrian College	Adrian, Mich	1859	1859	Meth. Prot	Rev. G. B. McElroy, D. D	2	25	15	(40)		....
144	Albion College*	Albion, Mich	1861	1861	Meth. Epis	Rev. G. B. Jocelyn, D. D. *f*	7	62	52	20	30	....
145	University of Michigan*	Ann Arbor, Mich	1836	1841	Non-sect	James B. Angell, LL.D	0	0	0	0	0	....
146	Battle Creek College*	Battle Creek, Mich	1874	1874	7th-day Adv't	U. Smith	3	140	67	14	91	....
147	Grand Traverse College	Benzonia, Mich	1862	1863	Cong	....	....	....	....	....	....	....
148	Hillsdale College	Hillsdale, Mich	1855	1855	F. W. Baptist	Rev. De Witt C. Durgin, D. D	....	71	46	43	74	....
149	Hope College	Holland City, Mich	1866	1863	Ref. Dutch	Rev. Philip Phelps, jr	2	64	5	61	....	....
150	Kalamazoo College	Kalamazoo, Mich	1855	1855	Baptist	Rev. Kendall Brooks, D. D	3	63	44	27	80	....
151	Olivet College	Olivet, Mich	1859	*g*1858	Cong. & Presb	Rev. Horatio Q. Butterfield, D. D	4	64	55	45	....	....
152	Augsburg Seminary, Greek department.	Minneapolis, Minn	....	1874	Evang. Luth	Prof. Georg Sverdrup	....	53	....	....	....	....
153	Macalester College *h*	Minneapolis, Minn	1853	*i*1853	Presb	Rev. Edward D. Neill, A. B	....	....	....	....	....	....
154	University of Minnesota	Minneapolis, Minn	1868	1867	Non-sect	William Watts Folwell, A. M	....	138	59	32	55	*j*110
155	Carleton College	Northfield, Minn	1866	1866	Cong	Rev. James W. Strong, D. D	....	*k*146	*k*101	77	14	....
156	St. John's College	St. Joseph, Minn	1857	1857	R. C	Rev. Alexius Edelbrock, O. S. B	1	....	0	....	....	....
157	Mississippi College	Clinton, Miss	1850	1850	Baptist	Rev. W. S. Webb, A. M	2	80	0	20	29	....
158	Shaw University	Holly Springs, Miss	1870	1869	Methodist	Rev. W. W. Hooper, A. M	....	81	27	52	32	....
159	University of Mississippi	Oxford, Miss	1844	1848	Non-sect	Alex. P. Stewart (chancellor)	6	257	....	....	....	....

* From Report of the Commissioner of Education for 1876. *a* Estimated. *b* As a college; as a high school 1856. *c* Constituted by the union of the two State schools. *d* The university building, library, &c., were burned February, 1877; new one to be finished August, 1878. *e* Under scientific are included 64 preparing for both courses. *f* Since deceased. *g* 1844, as Olivet Institute. *h* Suspended until new buildings are completed. *i* As Baldwin school; 1874, as Macalester College. *j* In special courses. *k* Includes students in English, literary, and musical courses.

TABLE IX.—*Statistics of universities and colleges for 1877, &c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.					Number of students unclassified.
							Number of instructors.	Students.				
								Male.	Female.	Preparing for classical course.	Preparing for scientific course.	
	1	2	3	4	5	6	7	8	9	10	11	12
160	Alcorn University	Rodney, Miss	1871	1872	Non-sect	Rev. Hiram R. Revels, D. D	2	83		33	50	
161	St. Vincent's College	Cape Girardeau, Mo	1843	1844	R. C	Rev. John W. Hickey, C. M.	1	119	0			
162	University of the State of Missouri*	Columbia, Mo	1839	1840	Non-sect	Samuel S. Laws, LL.D		(153)				
163	Central College	Fayette, Mo	1842	1842	M. E. South	Rev. J. C. Wills, D. D						
164	Lewis College	Glasgow, Mo	1865	1866	Meth. Epis	Rev. James C. Hall, A. M.	2	15	20			
165	Pritchett School Institute*	Glasgow, Mo	1868	1866	Non-sect	Richard T. Bond, A. M	2	28	52	20	25	
166	Lincoln College*	Greenwood, Mo	1870	1870	United Presb.	Rev. M. M. Brown, A. M.	4	9	12			
167	Woodland College	Independence, Mo	1874	1869	Christian	W. A. Buckner, A. M.	2		80			
168	La Grange College*	La Grange, Mo	1859	1866	Baptist	J. F. Cook, LL.D		(150)		70	80	
169	William Jewell College	Liberty, Mo	1849	1852	Baptist	Rev. W. R. Rothwell, D. D	2	81		40	41	
170	Baptist College	Louisiana, Mo	1869	1869	Baptist	J. T. Williams, A. M	1	15	10		25	
171	St. Joseph College	St. Joseph, Mo	1872	1867	R. C	Rev. Bro. Arthemian	2	60	0			*a*40
172	Christian Brothers' College*	St. Louis, Mo	1855	1849	R. C	Brother James	8	85		85		
173	St. Louis University	St. Louis, Mo	1832	1829	R. C	Rev. Joseph E. Keller, S. J	2	61	0	30		
174	Washington University	St. Louis, Mo	1853	1859	Non-sect	Rev. William G. Eliot, D. D	15	277		30	41	
175	Drury College	Springfield, Mo	1873	1873	Cong	Rev. N. J. Morrison, D. D	3	67	87	32	122	
176	Central Wesleyan College	Warrenton, Mo	1865	1864	Meth. Epis	Rev. H. A. Koch, D. D	2	70	20	23	67	
177	Doane College	Crete, Nebr	1872	1873	Cong	Rev. D. B. Perry (senior professor)		75	70			
178	University of Nebraska*	Lincoln, Nebr	1871	1871	Non-sect	Rev. E. B. Fairfield, D. D., LL. D		99	100	100	70	
179	Nebraska College	Nebraska City, Nebr	1866	1866	Prot. Epis	Rev. Henry C. Shaw	6	40		10	30	
180	Creighton College	Omaha, Nebr										
181	State University of Nevada	Elko, Nev		1874		D. R. Sessions	1	18	14			
182	Dartmouth College	Hanover, N. H	1769	1770	Cong	Rev. Samuel C. Bartlett, D. D						
183	St. Benedict's College	Newark, N. J. (522 High st.)		1868	R. C	Rev. P. Mellitus Tritz, O. S. B						
184	Rutgers College	New Brunswick, N. J	1770	1771	Ref. Prot	Rev. Wm. H. Campbell, D. D., LL. D	(*b*)	(*b*)		(*b*)	(*b*)	
185	College of New Jersey	Princeton, N. J	1746	1746	Non-sect	Rev. James McCosh, D. D., LL. D						
186	Seton Hall College*	South Orange, N. J	1861	1856	R. C	Rt. Rev. M. A. Corrigan, D. D						
187	St. Bonaventure's College	Allegany, N. Y	1875	1859	R. C	Rev. Leo da Saracena, O. S. F	7	68		38	30	

188	St. Stephen's College	Annandale, N. Y	1860	1860	Prot. Epis	Rev. R. B. Fairbairn, D. D., LL. D	....	18	0	18	0	......
189	Wells College	Aurora, N. Y	1868	1868	Presb	Edward S. Frisbee, A. M	....	0	26	6	9	......
190	Brooklyn Collegiate and Polytechnic Institute.	Brooklyn, N. Y	1854	1855	Non-sect	David H. Cochran, PH. D., LL. D	19	442	......	......	......	......
191	St. Francis College	Brooklyn, N. Y	0	1871	R. C	Brother Jerome	6	98	0	50	48	......
192	St. John's College	Brooklyn, N. Y	1873	1870	R. C	Very Rev. A. J. Meyer, C. M	2	125	......	50	......	......
193	Canisius College	Buffalo, N. Y	......	1870	R. C	Martin Port	....	......	......	......	......	......
194	St. Joseph's College	Buffalo, N. Y	......	1861	R. C	Brother Joachim	6	200	0	65	135	......
195	St. Lawrence University	Canton, N. Y	1856	1858	Universalist	Rev. A. G. Gaines, D. D	0	0	0	0	0	......
196	Hamilton College*	Clinton, N. Y	1812	1812	Presb	Rev. Samuel G. Brown, D. D., LL. D	....	......	......	......	......	......
197	Elmira Female College	Elmira, N. Y	1855	1855	Presb	Rev. A. W. Cowles, D. D	....	......	62	......	......	......
198	St. John's College	Fordham, N. Y. (New York City).	1846	1841	R. C	Rev. F. W. Gockeln, S. J	14	......	0	80	0	......
199	Hobart College	Geneva, N. Y	1825	1822	Prot. Epis	Rev. R. G. Hinsdale, S. T. D	0	0	0	0	0	......
200	Madison University *c*	Hamilton, N. Y	1846	1834	Baptist	Rev. Ebenezer Dodge, D. D., LL. D	6	113	......	91	22	......
201	Cornell University	Ithaca, N. Y	1865	1868	Non-sect	Andrew D. White, LL. D	0	0	0	0	0	0
202	Ingham University	Le Roy, N. Y	1857	1857	Presb	Rev. S. D. Burchard, D. D	7	......	65	......	......	......
203	College of St. Francis Xavier	New York, N. Y. (49 W. Fifteenth street).	1861	1847	R. C	Rev. Henry Hudon, S. J	14	235	0	......	......	......
204	College of the City of New York*	New York, N. Y	1866	1847	Non-sect	Alexander S. Webb, LL. D	6	512	......	161	113	......
205	Columbia College	New York, N. Y	1754	1754	Non-sect	F. A. P. Barnard, S. T. D., LL. D., L. H. D.	0	0	0	0	0	0
206	Manhattan College*	New York, N. Y. (Grand Boulevard and 132d st.).	1863	1863	R. C	Rev. Brother Anthony	....	582	0	290	......	......
207	Rutgers Female College*	New York, N. Y. (487 and 491 Fifth avenue).	1867	1838	Non-sect	Rev. Thomas D. Anderson, D. D	1	0	25	......	......	......
208	University of the City of New York*	New York, N. Y	1830	1830	Non-sect	Howard Crosby, D. D., LL. D. (chancellor).	....	......	......	......	......	......
209	Vassar College	Poughkeepsie, N. Y	1861	1865	Non-sect	John H. Raymond, LL. D	....	0	324	......	......	......
210	University of Rochester	Rochester, N. Y	1850	1850	Baptist	Martin B. Anderson, LL. D	0	0	0	0	0	......
211	Union College	Schenectady, N. Y	1795	1795	Non-sect	Rev. E. Nott Potter, D. D	0	0	0	0	0	......
212	Syracuse University	Syracuse, N. Y	1870	1872	Meth. Epis	Rev. E. O. Haven, D. D., LL. D	0	0	0	0	0	......
213	University of North Carolina	Chapel Hill, N. C	1789	1795	Non-sect	Hon. Kemp P. Battle, A. M	....	......	......	......	......	......
214	Biddle University	Charlotte, N. C	......	......	......	Rev. S. Mattoon, D. D	....	......	......	......	......	......
215	Davidson College	Davidson College, N. C	......	1837	Presb	A. D. Hepburn, D. D	....	10	......	10	......	......
216	Rutherford College	Excelsior, N. C	1858	1858	Non-sect	Rev. R. L. Abernethy, A. M	4	143	64	130	......	......
217	North Carolina College	Mt. Pleasant, N. C	1859	1859	Lutheran	Rev. L. A. Bikle, D. D. (chairman of faculty).	2	60	......	......	......	......
218	Trinity College*	Trinity, N. C	1852	1852	M. E. South	Rev. B. Craven, D. D., LL. D	....	65	......	40	25	......
219	Wake Forest College	Wake Forest, N. C	1834	1834	Baptist	Rev. W. M. Wingate, D. D	....	......	......	......	......	......
220	Weaverville College*	Weaverville, N. C	1873	1874	Non-sect	Rev. James S. Kennedy, A. M., D. D	3	88	35	26	60	......
221	Buchtel College	Akron, Ohio	1870	1871	Universalist	Rev. S. H. McCollester, D. D	16	57	32	16	40	......
222	Ohio University	Athens, Ohio	1804	1809	Non-sect	Rev. William H. Scott, A. M	2	44	17	......	......	......
223	Baldwin University	Berea, Ohio	1845	1846	Meth. Epis	Aaron Schuyler, LL. D	....	68	47	14	101	......
224	German Wallace College	Berea, Ohio	1864	1864	Meth. Epis	Rev. William Nast, D. D	....	33	5	10	12	......
225	Hebrew Union College	Cincinnati, Ohio	1874	1873	Jewish	Isaac M. Wise	4	24	......	......	......	......
226	St. Xavier College	Cincinnati, Ohio	1842	1831	R. C	Rev. E. A. Higgins, S. J	7	192	......	119	18	......
227	University of Cincinnati	Cincinnati, Ohio	1870	1873	Non-sect	Thomas Vickers *d*	....	......	......	......	......	......

*From Report of the Commissioner of Education for 1876.

a These are students preparing for commercial course.

b For statistics of Rutgers College Grammar School, see Table VII.

c Preparatory department is identical with Colgate Academy (Table VII).

d Present president; president in 1877, H. T. Eddy, C. E., PH. D.

TABLE IX.—*Statistics of universities and colleges for 1877, &c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.					Number of students unclassified.
							Number of instructors.	Students.				
								Male.	Female.	Preparing for classical course.	Preparing for scientific course.	
	1	2	3	4	5	6	7	8	9	10	11	12
228	Farmers' College of Hamilton County	College Hill, Ohio	*a*1846	*a*1846	Non-sect	Rev. John B. Smith, A. B.	2	27	34	16	44	....
229	Ohio Wesleyan University	Delaware, Ohio	1842	1844	Meth. Epis.	Rev. Charles H. Payne, D. D., LL. D.	....	282	75	135	96	*b*126
230	Kenyon College	Gambier, Ohio	1826	1827	Prot. Epis	Rev. William B. Bodine, A. M., D. D	3	22	....	....	....	....
231	Denison University	Granville, Ohio	1832	1831	Baptist	Rev. E. Benj. Andrews, A. M	3	91	....	55	15	....
232	Hiram College	Hiram, Ohio	1867	1867	Disciples	B. A. Hinsdale, A. M	....	88	65	8	7	....
233	Western Reserve College	Hudson, Ohio	1826	1826	....	Rev. Carroll Cutler, D. D.	2	29	2	31	....	....
234	Marietta College	Marietta, Ohio	1835	1835	Non-sect	Rev. I. W. Andrews, D. D., LL. D.	2	74	....	60	....	....
235	Mt. Union College*	Mt. Union, Ohio	1858	1846	Non-sect	O. N. Hartshorn, LL. D	....	(64)		....	....	....
236	Franklin College	New Athens, Ohio	1825	1825	....	Rev. George C. Vincent, D. D.	....	47	12	....	....	....
237	Muskingum College	New Concord, Ohio	1837	1837	United Presb.	Rev. David Paul, D. D.	0	49	21	....	....	....
238	Oberlin College	Oberlin, Ohio	1834	1834	Cong.	Rev. James H. Fairchild, D. D.	*c*7	309	176	213	....	....
239	McCorkle College	Sago, Ohio	1873	1873	Assoc. Presb.	Rev. William Ballantine, A. M	....	8	8	4	12	....
240	One Study University	Scio, Ohio	1867	1866	Meth. Epis.	Rev. E. Ellison, A. M.	4	120	50	11	150	....
241	Miami Valley College*	Springboro', Ohio	1874	1871	Friends	A. Wright, M. D	....	56	27	....	....	....
242	Wittenberg College	Springfield, Ohio	1845	1845	Evang. Luth.	Rev. J. B. Helwig, D. D.	2	40	15	35	10	....
243	Heidelberg College	Tiffin, Ohio	1850	1850	Reformed	Rev. George W. Williard, D. D	....	74	11	18	67	....
244	Urbana University	Urbana, Ohio	....	1851	New Church	Rev. Frank Sewall, A. M.	1	24	....	6	12	....
245	Otterbein University	Westerville, Ohio	1849	1847	United Breth.	Rev. H. A. Thompson, D. D	5	84	44	25	55	....
246	Geneva College	West Geneva, Ohio	1851	1849	Ref. Presb	Rev. H. H. George, D. D.	....	85	37	18	39	....
247	Willoughby College	Willoughby, Ohio	1858	1859	Methodist	W. W. Gist	....	55	44	....	....	....
248	Wilmington College	Wilmington, Ohio	1875	1870	Friends	Benjamin Trueblood, A. M	1	35	35	....	....	....
249	University of Wooster*	Wooster, Ohio	1866	1870	Presb.	Rev. A. A. E. Taylor, D. D	3	89	26	74	41	....
250	Wilberforce University	Xenia, Ohio	1863	1863	African M. E.	Rev. Benjamin F. Lee, B. D	6	81	45	45	40	....
251	Xenia College*	Xenia, Ohio	1850	1850	Meth. Epis.	William Smith, A. M.	2	27	22	....	....	105
252	Antioch College	Yellow Springs, Ohio	1852	1853	Non-sect	Samuel C. Derby, A. M	4	55	63	36	....	....
253	Corvallis College	Corvallis, Oreg	1868	1865	M. E. South	B. L. Arnold, PH. D	1	30	20	....	....	....
254	University of Oregon*	Eugene City, Oreg	1876	1876	Non-sect	John W. Johnson	2	33	42	22	....	....
255	McMinnville College	McMinnville, Oreg	1858	1859	Baptist	....	....	....	....	....	....	....
256	Christian College	Monmouth, Oreg	1865	1866	Christian	Thomas F. Campbell, A. M.	4	86	61	49	49	....

257	Philomath College	Philomath, Oreg	1865	1865	United Breth	Wayne S. Walker	1	49	45	29	......	......
258	Willamette University	Salem, Oreg	1853	1844	Meth. Epis	Thomas M. Gatch, PH. D	....	101	92	36	65	......
259	Muhlenberg College	Allentown, Pa	1867	1867	Evang. Luth	Rev. Benjamin Sadtler, D. D	8	125	......	......	......	......
260	Lebanon Valley College	Annville, Pa	1867	1866	United Breth	Rev. D. D. De Long, A. M	....	78	34	9	49	......
261	Dickinson College	Carlisle, Pa	1783	1783	Meth. Epis	Rev. James A. McCauley, D. D	1	19	2	10	1	......
262	Pennsylvania Military Academy	Chester, Pa	1862	1862	Non-sect	Col. Theodore Hyatt, M. A	*d*10	116	......	......	......	......
263	Lafayette College	Easton, Pa	1826	1832	Presb	Rev. William C. Cattell, D. D	0	0	0	0	0	......
264	Ursinus College	Freeland, Pa. (Collegeville P. O.).	1869	1870	Ref. German	Rev. J. H. A. Bomberger, D. D	3	44	0	8	10	......
265	Pennsylvania College	Gettysburg, Pa	1832	1832	Lutheran	Rev. Milton Valentine, D. D	3	49	......	40	......	......
266	Thiel College	Greenville, Pa	1870	1870	Evang. Luth	Rev. H. W. Roth, A. M	3	50	13	29	......	......
267	Haverford College	Haverford College, Pa	1833	1833	Friends	Thomas Chase, A. M	0	0	0	0	0	......
268	Monongahela College	Jefferson, Pa	1867	1868	Baptist	Rev. H. K. Craig	....	46	31	24	12	4
269	Franklin and Marshall College	Lancaster, Pa	1853	1853	Reformed	Rev. Thomas G. Apple, D. D	4	48	0	48	0	......
270	St. Vincent's College*	Near Latrobe, Pa	1870	1846	R. C	Rev. Hilary Pfraengle, O. S. B	....	60	......	......	......	......
271	University at Lewisburg*	Lewisburg, Pa	1846	1847	Baptist	Rev. J. R. Loomis, LL. D	1	51	......	20	31	......
272	St. Francis' College	Loretto, Pa	1858	1849	R. C	Rev. D. J. Devlin	....	......	......	16	14	......
273	Allegheny College	Meadville, Pa	1817	1817	Meth. Epis	Rev. Lucius H. Bugbee, D. D	3	116	19	135	......	......
274	Mercersburg College	Mercersburg, Pa	1865	1865	Reformed	Rev. E. E. Higbee, D. D	4	19	0	15	0	......
275	Palatinate College*	Myerstown, Pa	1868	1868	Reformed	Rev. G. W. Aughinbaugh, D. D	....	(165)		20	......	......
276	New Castle College	New Castle, Pa	1875	1872	Non-sect	John R. Steeves, A. B	1	15	8	11	12	......
277	Westminster College	New Wilmington, Pa	1852	1852	United Presb	Rev. E. T. Jeffers, D. D	5	46	6	52	......	......
278	St. Joseph's College	Philadelphia, Pa	1852	1852	R. C	Rev. B. Villiger, S. J	2	112	200	12	20	......
279	University of Pennsylvania	Philadelphia, Pa	1755	1748	Non-sect	Charles J. Stillé, LL. D. (provost)	....	......	......	......	......	......
280	Western University of Pennsylvania	Pittsburgh, Pa	1819	1822	Non-sect	George Woods, LL. D. (chancellor)	4	148	0	61	87	......
281	Lehigh University	South Bethlehem, Pa	......	1865	Prot. Epis	Rev. John M. Leavitt, D. D	....	......	......	......	......	......
282	Swarthmore College	Swarthmore, Pa	1864	1869	Friends	Edward H. Magill, A. M	....	78	28	53	53	......
283	Augustinian College of St. Thomas of Villanova.	Villanova, Pa	1848	1842	R. C	Rev. Thomas C. Middleton, D. D., O. S. A.	....	......	......	......	......	......
284	Washington and Jefferson College	Washington, Pa	1802	1802	Presb	Rev. George P. Hays, D. D	....	29	......	......	......	......
285	Waynesburg College*	Waynesburg, Pa	1850	1850	Cumb. Presb	Rev. A. B. Miller, D. D	....	60	50	70	40	......
286	Brown University	Providence, R. I	1764	1765	Baptist	Rev. E. G. Robinson, D. D., LL. D	0	0	0	0	0	......
287	College of Charleston	Charleston, S. C	1785	1789	Non-sect	N. Russell Middleton	....	35	......	......	......	......
288	University of South Carolina*	Columbia, S. C	1801	1805	Non-sect	Rev. A. W. Cummings, A. M., D. D	2	95	......	30	65	......
289	Erskine College	Due West, S. C	1841	1839	Ass. Ref. Pres	Rev. W. M. Grier, D. D	....	14	......	10	4	......
290	Furman University*	Greenville, S. C	1850	1851	Baptist	Rev. James C. Furman, D. D	....	......	......	......	......	......
291	Newberry College	Newberry, S. C	*e*1856	1858	Evang. Luth	Rev. G. W. Holland (vice-president)	2	40	......	31	9	......
292	Wofford College	Spartanburg, S. C	1851	1854	M. E. South	James H. Carlisle, LL. D	....	37	......	25	......	......
293	East Tennessee Wesleyan University	Athens, Tenn	1867	1868	Meth. Epis	John F. Spence, A. M	3	34	31	17	40	......
294	Beech Grove College	Beech Grove, Tenn	1869	1869	Non-sect	J. M. Carlisle, jr., A. B	....	75	56	......	......	......
295	Bradyville College	Bradyville, Tenn	1876	1871	......	John D. Ewell, A. B *f*	....	......	......	......	......	......
296	King College	Bristol, Tenn	1869	1868	Presb	Rev. J. D. Tadlock	1	64	0	20	6	......
297	Southwestern Presbyterian University.*	Clarksville, Tenn	1875	1875	Presb. S	Rev. J. B. Shearer, D. D	....	66	......	50	16	......
298	Hiwassee College	Hiwassee College, Tenn	1850	1849	M. E. South	Rev. J. H. Brunner, A. M., D. D	....	12	0	......	......	......
299	Southwestern Baptist University	Jackson, Tenn	1874	1874	Baptist	George W. Jarman, A. M	6	129	0	46	52	......
300	East Tennessee University	Knoxville, Tenn	1807	1808	Non-sect	Rev. Thomas W. Humes, S. T. D	4	195	0	65	130	......

*From Report of the Commissioner of Education for 1876.

a Charter modified and college reorganized in 1852.

b Includes a teachers' class.

c Assisted by about thirty members of the higher classes.

d For both departments.

e Rechartered in 1877.

f From a return for 1876.

TABLE IX.—*Statistics of universities and colleges for* 1877, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Religious denomination.	President.	Preparatory department.					Number of students unclassified.
							Number of instructors.	Students.				
								Male.	Female.	Preparing for classical course.	Preparing for scientific course.	
	1	2	3	4	5	6	7	8	9	10	11	12
301	Cumberland University	Lebanon, Tenn	1842	1842	Cumb. Presb	Nathan Green, A. M., LL. B. (chancellor).	5	79	38	......	......	......
302	Bethel College	McKenzie, Tenn	1850	1847	Cumb. Presb	Rev. W. W. Hendrix	......	30	23	......	......	......
303	Manchester College	Manchester, Tenn	1856	1866	Non-sect	Isaac N. Jones	1	10	12	9	......	......
304	Maryville College	Maryville, Tenn	1842	1819	Presb	Rev. P. M. Bartlett, D. D	4	107	53	30	20	......
305	Christian Brothers' College	Memphis, Tenn. (282 Adams st.).	1872	1871	R. C	Brother Maurelian	3	47	0	23	10	......
306	Mosheim Institute	Mosheim, Tenn	1871	1869	Lutheran	Rev. J. C. Barb, A. M	1	45	40	......	11	......
307	Mossy Creek Baptist College	Mossy Creek, Tenn	1853	1850	Baptist	Rev. N. B. Goforth, D. D	1	86	......	78	......	......
308	Central Tennessee College	Nashville, Tenn	1866	1866	Meth. Epis	Rev. J. Braden, D. D	......	18	2	4	1	......
309	Fisk University	Nashville, Tenn	1867	1866	Cong	Rev. E. M. Cravath, M. A	4	32	21	......	......	......
310	Vanderbilt University	Nashville, Tenn	1873	1875	M. E. South	L. C. Garland, LL. D. (chancellor)	......	......	......	......	......	......
311	University of the South	Sewanee, Tenn	1857	1868	Prot. Epis	Gen. J. Gorgas (vice chancellor)	5	70	......	......	......	......
312	Greeneville and Tusculum College	Tusculum, Tenn	1794	1794	Non-sect	Rev. W. S. Doak, D. D	2	82	9	33	58	......
313	Woodbury College	Woodbury, Tenn	1859	1859	Non-sect	L. D. Stroud	3	90	78	......	......	......
314	Texas Military Institute	Austin, Tex	......	1867	Non-sect	Col. J. G. James	0	0	0	0	0	......
315	St. Joseph's College	Brownsville, Tex	......	1867	R. C	Rev. P. F. Parisot, O. M. T	5	70	......	......	......	......
316	Southwestern University	Georgetown, Tex	1875	1840	Meth. Epis	Rev. F. A. Mood, A. M., D. D	1	26	......	10	7	......
317	Henderson Male and Female College	Henderson, Tex	1870	1873	Non-sect	Oscar H. Cooper	6	80	75	......	......	......
318	Austin College	Huntsville, Tex	1849	1851	Presb	Rev. S. M. Luckett	3	40	0	......	......	......
319	Baylor University	Independence, Tex	1845	1846	Baptist	Rev. William Carey Crane, D. D., LL. D.	2	10	......	2	8	......
320	Mansfield Male and Female College	Mansfield, Tex	1873	1869	Non-sect	Rev. John Collier	2	(200)		......	......	......
321	Salado College	Salado, Tex	1859	1861	Non-sect	O. H. McOmber, M. A	3	20	30	......	......	......
322	Trinity University	Tehuacana, Tex	1870	1869	Cumb. Presb	R. W. Pitman (acting)	2	65	50	54	61	......
323	Waco University	Waco, Tex	1861	1867	Baptist	Rev. R. C. Burleson, D. D	3	135	120	85	170	......
324	University of Vermont and State Agricultural College.	Burlington, Vt	1791 1865	1800 1865	Non-sect	Rev. M. H. Buckham, D. D	0	0	0	0	0	......
325	Middlebury College	Middlebury, Vt	1800	1800	Cong	Rev. Calvin B. Hulbert, D. D	......	......	......	......	......	......

326	Norwich University	Northfield, Vt	1834	1834	Prot. Epis.	Capt. Charles A. Curtis, U. S. A.	....	......	......	......	......	......
327	Randolph Macon College	Ashland, Va	1830	1832	Methodist	Rev. W. W. Bennett, D. D	....	......	......	......	......	......
328	Hampden Sidney College	Hampden Sidney, Va	1783	1776	Presb	Rev. J. M. P. Atkinson, D. D	....	......	......	......	......	......
329	Washington and Lee University*	Lexington, Va	1782	1749	Non-sect	Gen. G. W. C. Lee	0	0	0	0	0	......
330	Richmond College	Richmond, Va	1844	1846	Baptist	B. Puryear, A. M. (chairman of faculty).	0	0	0	0	0	......
331	Roanoke College*	Salem, Va	1853	1853	Lutheran	Rev. D. F. Bittle, D. D. *a*	2	47	......	36	11	......
332	University of Virginia	University of Virginia, Va	1819	1825	Non-sect	James F. Harrison, M. D. (chairman of faculty).	....	......	......	......	......	......
333	College of William and Mary	Williamsburg, Va	1693	1694	Prot. Epis.	Benjamin S. Ewell, LL. D	1	28	......	7	2	......
334	Bethany College*	Bethany, W. Va	1840	1841	Christian	W. K. Pendleton, LL. D	0	0	0	0	0	......
335	West Virginia College	Flemington, W. Va	1868	1868	F. W. Baptist	Rev. William Colegrove, A. M	....	31	6	7	30	......
336	West Virginia University	Morgantown, W. Va	1867	1867	Non-sect	Rev. J. R. Thompson, A. M	3	76	......	50	26	......
337	Lawrence University	Appleton, Wis	1847	1849	Meth. Epis.	Rev. George M. Steele, D. D	3	42	20	18	44	*b*54
338	Beloit College	Beloit, Wis	1846	1847	Cong. & Presb.	Rev. Aaron L. Chapin, D. D	2	94	......	65	29	......
339	Galesville University*	Galesville, Wis	1854	1859	Meth. Epis.	Rev. Harrison Gilliland, A. M., D. D	....	(65)		......	......	25
340	University of Wisconsin	Madison, Wis	1848	1850	Non-sect	John Bascom, D. D., LL. D	....	86	23	65	44	......
341	Milton College	Milton, Wis	1867	1867	S. D. Baptist	Rev. W. C. Whitford, A. M	4	(140)		35	105	......
342	St. John's College*	Prairie du Chien, Wis	1873	1871	R. C	Brother William	....	80	......	20	10	......
343	Racine College	Racine, Wis	1852	1852	Prot. Epis.	Rev. James De Koven, D. D	9	110	......	80	30	......
344	Ripon College	Ripon, Wis	1851	1863	Cong	Rev. Edward H. Merrell, A. M	5	51	16	19	48	......
345	Northwestern University*	Watertown, Wis	1864	1865	Lutheran	Rev. Augustus F. Ernst, A. M	1	162	22	61	123	......
346	Georgetown College	Georgetown, D. C	1815	1789	R. C	Rev. P. F. Healy, S. J	....	129	0	(106)		......
347	Columbian University	Washington, D. C	1821	1821	Non-sect	James C. Welling, LL. D	6	77	......	......	......	......
348	Howard University	Washington, D. C	1867	1867	Non-sect	Rev. W. W. Patton, D. D	3	25	7	26	......	......
349	National Deaf-Mute College	Washington, D. C	1864	1864	Non-sect	Edward M. Gallaudet, PH. D., LL. D	0	22	0	......	......	......
350	University of Deseret	Salt Lake City, Utah	1850	1850	Non-sect	John R. Park, M. D	3	103	85	......	......	......
351	Holy Angels' College	Vancouver, Wash. Ter	0	1866	R. C	Rev. Louis de G. Schram	1	50	......	20	......	......

* From Report of the Commissioner of Education for 1876.

a Deceased.

b In the academic and commercial department.

TABLE IX.—*Statistics of universities and colleges for 1877, &c.*—Continued.

	Name.	Collegiate department.																						No. of fellowships.	No. of scholarships.	No. of years in collegiate course.	No. of weeks in scholastic year.
		Corps of instruction.				Whole number of students.	Students in classical course.								Students in scientific course.								No. of graduate students.				
		No. of faculty.	No. of resident professors and instructors.	No. of non-resident professors and lecturers.	No. of endowed professorships.		Freshman.		Sophomore.		Junior.		Senior.		Freshman.		Sophomore.		Junior.		Senior.						
							Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
	1	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
1	Southern University*	7	7	0	0	79	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	0	0	0	4–6	39
2	Howard College	5	5	0	0	70	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	0	0	0	4	40
3	Spring Hill College	27	26	1	....	70	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	6	40
4	University of Alabama	10	10	0	0	171	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	0	0	0	3–5	....
5	Arkansas College	2	3	0	*a*1	17	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	3	40
6	Cane Hill College	3	....	....	....	27	....	....	....	....	....	....	1	5	....	....	....	....	....	....	....	....	....	....	....	4	40
7	Judson University	7	7	....	....	*b*9	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	36
8	St. John's College of Arkansas	3	3	....	....	47	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	39
9	Missionary College of St. Augustine	10	10	0	0	60	22	....	19	....	12	....	7	....	....	....	....	....	....	....	....	....	0	0	0	4	40
10	Pierce Christian College	5	4	1	0	23	2	0	0	0	0	0	1	0	10	8	0	0	0	1	0	1	0	0	0	4	32
11	St. Vincent's College	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
12	University of California*	31	29	2	0	*c*177	36	15	46	9	18	4	11	1	(*d*)	....	(*d*)	....	(*d*)	....	(*d*)	....	3	0	0	4	37
13	St. Ignatius College	12	12	10	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	8	40
14	St. Mary's College	25	13	3	0	138	18	0	16	0	7	0	12	0	29	0	32	0	22	0	2	....	3	0	0	4	42
15	Santa Clara College	27	20	7	0	75	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	13	....	....	4	42
16	University of the Pacific	10	8	6	(*e*)	106	8	4	7	3	6	2	2	1	20	10	4	13	7	10	3	6	....	....	....	4	40
17	Pacific Methodist College	4	7	....	....	*f*45	4	1	....	....	....	1	3	4	11	6	4	2	1	....	4	4	1	....	....	4	40
18	College of Our Lady of Guadalupe*	3	3	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	46
19	California College	4	4	0	0	36	1	0	1	0	0	0	1	....	....	....	....	....	....	....	....	2	0	0	0	4	40
20	Washington College	10	10	3	....	60	....	....	1	7	1	1	2	2	11	6	7	5	2	9	1	5	24	....	....	4	40
21	Hesperian College	7	....	....	2	*g*108	28	20	12	8	10	6	5	1	....	....	....	....	....	....	....	....	25	....	....	4	36
22	University of Colorado	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	39
23	Colorado College	*h*4	....	....	....	3	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
24	Trinity College	16	10	6	*a*4	111	28	....	36	....	20	....	15	....	*i*5	....	*i*2	....	*i*2	....	*i*3	....	0	0	46	4	38
25	Wesleyan University	13	9	1	*j*2	*i*171	39	0	37	1	41	1	30	1	7	0	6	0	2	0	1	0	1	0	*k*1	4	38
26	Yale College*	26	26	0	8	*i*571	154	....	160	....	137	....	118	....	....	....	....	....	....	....	....	....	67	2	24	4	37
27	Delaware College	5	5	1	0	*i*35	5	0	....	0	....	....	....	....	*l*5	*l*2	....	*l*6	....	....	*l*6	*l*5	2	0	30	3, 4	38
28	University of Georgia*	13	13	....	1	*d*110	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	75	(*m*)	43½

29	Atlanta University*	5	5	0	0	13	4	0	3	0	3	0	3	0	....	....	....	....	....	....	....	....	0	0	0	4	40
30	Bowdon College	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
31	Gainesville College	10	10	0	0	73	18	17	13	17	5	1	1	1	....	....	....	....	....	....	....	....	0	0	0	4	40
32	Mercer University	6	6	....	....	105	25	....	22	....	35	....	23	....	....	....	....	....	....	....	....	....	....	....	....	4	40
33	Pio Nono College	7	7	....	....	38	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	6	42
34	Emory College	8	7	1	....	118	25	....	35	....	31	....	18	....	....	....	4	....	4	....	1	....	1	....	7	4	40
35	Abingdon College*	7	....	....	2	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	39
36	Hedding College*	10	10	0	0	43	4	1	2	1	1	1	2	1	1	....	....	....	12	8	5	4	0	0	0	4	39
37	Illinois Wesleyan University	14	14	....	2	90	14	7	8	5	7	4	5	1	9	5	6	7	3	3	4	2	....	....	....	4	40
38	St. Viator's College	16	....	....	....	35	20	0	6	0	4	0	5	0	....	....	....	....	....	....	....	....	5	....	....	6	43
39	Blackburn University	7	7	0	0	77	23	7	19	5	9	7	5	2	....	....	....	....	....	....	....	....	....	....	....	4	38
40	Carthage College	7	7	0	1	*n*125	26	7	12	7	10	3	3	6	....	....	....	....	....	....	....	....	0	0	0	4	35
41	St. Ignatius College	14	13	0	0	40	14	0	7	....	9	....	6	....	4	....	....	....	....	....	....	....	....	0	0	7	40
42	University of Chicago	13	13	....	....	113	21	3	13	1	15	2	11	....	12	8	10	5	6	1	5	....	....	....	48	4	39
43	Rock River University *o*	15	9	6	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	40
44	Eureka College	9	9	0	0	*p*165	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	0	0	0	4	40
45	Northwestern University	14	14	0	1	*q*194	21	3	18	2	15	1	16	0	....	....	3	0	1	0	2	....	0	0	0	4	37
46	Ewing College	4	4	0	0	55	10	2	4	2	3	1	0	0	14	6	6	3	4	0	0	0	0	0	0	4	40
47	Knox College	9	9	0	1	59	14	1	11	2	4	0	7	1	3	3	5	1	3	1	2	1	....	0	25	4	39
48	Lombard University	6	6	....	2	21	3	3	6	1	4	....	3	1	....	....	....	....	....	....	....	....	....	....	....	4	40
49	Illinois Agricultural College*	4	....	....	....	41	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	39
50	Illinois College	8	8	....	3	88	8	....	14	....	6	....	3	....	25	....	18	....	10	....	4	....	0	0	9	4	38
51	Swedish-American Ansgari College	4	4	0	0	7	3	....	2	....	0	....	0	....	2	....	....	....	....	....	....	....	0	0	0	4	36
52	Lake Forest University	3	3	....	3	24	2	1	8	4	....	....	....	....	4	3	....	2	....	....	....	....	....	....	....	4	40
53	McKendree College	7	6	1	....	89	9	2	6	1	3	4	8	....	19	8	9	....	5	2	6	7	....	....	....	4	40
54	Lincoln University*	10	10	....	....	62	21	8	14	5	3	4	4	3	....	....	....	....	....	....	....	....	....	....	....	4	....
55	Evangelisch-Lutherisches Collegium	4	4	0	0	25	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	35
56	Monmouth College	14	14	0	2	101	12	6	14	2	17	3	14	2	4	15	....	....	8	2	2	0	....	0	0	4	39
57	Northwestern College	6	....	....	....	39	3	....	3	....	3	....	2	....	10	....	5	1	5	2	5	....	....	....	....	4	39
58	Augustana College	8	8	....	1	52	25	0	13	0	14	0	0	0	....	....	....	....	....	....	....	....	0	0	0	4	39
59	St. Joseph's Ecclesiastical College	....	8	....	....	68	14	....	25	....	7	....	10	....	11	....	1	....	....	....	....	....	....	....	....	4	44
60	Shurtleff College	6	6	....	3	*i*56	14	2	11	1	5	1	5	1	4	....	....	1	....	2	....	3	....	....	20	4	40
61	Westfield College	5	5	0	0	25	4	7	6	....	2	2	4	....	....	....	....	....	....	....	....	....	0	0	0	4	40
62	Wheaton College	9	8	1	3	37	4	2	7	1	7	....	3	1	....	3	2	....	....	5	....	2	2	0	0	4	39
63	Bedford College	6	5	1	0	10	5	1	....	....	....	....	....	....	3	1	....	....	....	....	....	....	....	....	....	4	39
64	Indiana University	12	12	0	0	136	52	10	25	9	15	6	14	....	....	....	....	....	1	....	4	....	2	0	0	4	37
65	Wabash College*	12	....	....	....	104	32	....	24	....	22	....	26	....	....	....	....	....	....	....	....	....	....	....	....	4	40
66	Concordia College	7	7	1	0	159	48	....	42	....	37	....	32	....	....	....	....	....	....	....	....	....	32	0	0	4	40
67	Fort Wayne College	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	44
68	Franklin College	6	6	....	....	24	5	....	5	....	4	....	3	....	2	3	....	1	....	....	1	....	....	....	....	4	37

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*From Report of the Commissioner of Education for 1876.

a Partially endowed.

b Irregular.

c Includes 37 special students.

d For students in scientific department, see Table X, Part 1.

e General endowment $40,000.

f Also 8 students in commercial department, and 10 in department of music.

g Includes 18 pursuing a business course.

h These are for the preparatory department also.

i Includes special students.

j Three others partially.

k Also scholarships granted to the needy and deserving at the discretion of the president.

l Under scientific are included students in literary course.

m Not prescribed; curriculum consisting of elective schools or departments.

n Includes irregular students.

o Suspended during the year, but will reopen September, 1878; the statistics are taken from the Report for 1876.

p Total number in all departments.

q Includes irregular students and those pursuing either literary or Latin and scientific course.

TABLE IX.—*Statistics of universities and colleges for 1877, &c.*—Continued.

	Name.	Collegiate department.																						No. of fellowships.	No. of scholarships.	No. of years in collegiate course.	No. of weeks in scholastic year.
		Corps of instruction.				Whole number of students.	Students in classical course.								Students in scientific course.								No. of graduate students.				
		No. of faculty.	No. of resident professors and instructors.	No. of non-resident professors and lecturers.	No. of endowed professorships.		Freshman.		Sophomore.		Junior.		Senior.		Freshman.		Sophomore.		Junior.		Senior.						
							Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
	1	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
69	Indiana Asbury University*	13	12	1	......	*a*361	40	10	30	10	30	20	13	4	20	9	15	7	15	8	6	2	3	....	......	4	42
70	Hanover College*	11	......	......	......	74	31	....	17	....	14	....	12	....	....	....	....	....	....	....	....	....	....	....	......	4	37
71	Hartsville University	6	0	0	1	70	....	....	1	1	....	....	1	....	35	11	15	2	2	1	1	....	1	....	120	4	39
72	Butler University	9	......	......	9	56	6	....	....	2	11	3	1	2	6	4	6	3	9	0	3	0	3	....	......	4	38
73	Smithson College	6	5	1	......	......	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	......	4	39
74	Union Christian College	6	5	1	......	*b*71	....	....	1	....	2	2	....	....	5	2	....	2	3	....	1	2	1	....	......	6	37
75	Moore's Hill College	5	5	......	......	35	1	2	1	....	1	1	....	....	6	11	3	2	....	....	5	2	....	....	......	4	40
76	University of Notre Dame du Lac	27	......	......	......	*c*275	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	......	4	....
77	Earlham College	5	5	0	0	42	5	5	1	5	3	3	4	2	2	2	5	1	1	1	1	1	0	0	0	4	39
78	Ridgeville College	5	4	1	1	26	1	....	....	....	1	....	1	....	7	6	3	1	4	....	1	1	0	....	51	4	36
79	St. Meinrad's College	9	9	......	......	60	10	....	15	....	....	35	....	....	....	....	....	....	....	....	....	....	....	....	......	....	42
80	Algona College	4	4	0	0	6	1	2	0	0	0	0	0	0	....	3	....	....	....	....	....	....	0	0	0	4	36
81	Amity College*	6	2	2	......	52	3	2	2	1	....	....	....	....	10	8	....	....	10	12	3	1	....	....	300	4, 6	40
82	Norwegian Luther College	8	8	0	0	*d*96	24	....	22	....	20	....	18	....	....	....	....	....	....	....	....	....	0	0	0	4	43
83	University of Des Moines	5	*e*7	0	......	13	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	0	0	0	4	36
84	Parsons College	6	6	......	......	23	9	1	....	....	....	....	....	....	7	6	....	....	....	....	....	....	0	0	0	3, 4	36
85	Upper Iowa University	6	6	......	1	51	5	4	3	1	1	1	0	0	10	8	7	5	4	2	0	0	40	....	1	4	38
86	Iowa College*	15	......	......	......	*f*54	8	2	5	....	7	2	5	1	4	....	4	....	....	....	1	....	4	0	25	4	38
87	Humboldt College	2	2	......	......	12	2	2	....	....	4	4	....	....	....	....	....	....	....	....	....	....	0	0	0	4	38
88	Simpson Centenary College	6	......	0	0	66	21	10	4	2	11	10	3	5	....	....	....	....	....	....	....	....	....	....	......	4	38
89	Iowa State University	11	14	0	0	*g*149	23	6	11	4	13	3	12	3	3	0	1	0	0	0	4	0	2	0	0	4	38
90	German College	8	9	......	......	8	2	0	....	....	2	....	....	....	2	0	....	1	....	1	....	....	....	....	......	4	37
91	Iowa Wesleyan University	7	7	......	1	98	3	6	6	5	4	3	2	2	10	10	8	7	13	8	8	3	1	....	......	4	37
92	Cornell College	9	9	0	3	73	16	0	9	4	5	0	4	1	6	5	5	5	6	1	5	1	0	0	200	4	38
93	Oskaloosa College	8	7	1	2	116	27	20	21	17	13	8	6	4	....	....	....	....	....	....	....	....	0	0	50	4	39
94	Penn College	6	6	2	0	33	5	4	5	0	1	4	....	0	2	5	4	0	1	1	1	0	0	0	0	4	38
95	Central University of Iowa	8	......	......	......	62	18	....	11	8	6	2	9	8	....	....	....	....	....	....	....	....	....	....	23	4	42
96	Tabor College	7	7	0	0	58	4	1	2	....	1	1	3	....	7	13	1	11	2	6	....	6	2	....	......	4	38½

97	Western College	5	5	0	0	23	4	4	4	3	4	2	2	....	....	....	....	....	....	....	....	....	....	....	40	4	39
98	St. Benedict's College	7	6	....	....	11	10	....	....	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	42
99	Baker University	5	5	....	....	23	....	....	....	....	....	....	....	....	12	....	1	2	2	....	5	1	....	....	....	4	39
100	Highland University	4	....	....	....	10	3	1	....	....	2	....	2	....	....	2	....	....	....	....	....	....	....	....	....	4	39
101	University of Kansas	10	10	....	....	112	15	5	4	2	4	....	4	1	20	21	12	6	4	5	3	6	1	....	....	4	40
102	Lane University	4	....	....	....	17	....	....	2	....	....	....	1	....	4	4	2	1	....	....	2	1	....	....	....	4	39
103	Ottawa University	....	....	....	....	(*h*)	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	(*h*)	....
104	St. Mary's College	9	9	....	0	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	0	0	0	3	40
105	Washburn College	4	4	0	2	2	2	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	36
106	St. Joseph's College	7	9	....	....	99	....	....	....	....	29	....	70	....	....	....	....	....	....	....	....	....	0	0	0	5	43
107	Berea College	5	5	0	....	31	4	....	....	....	6	1	....	....	....	6	3	2	2	4	3	....	....	....	....	4	40
108	Cecilian College	9	9	....	....	28	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	6	....	....	4	40
109	Centre College	7	7	0	*i*1	100	22	1	19	0	20	0	21	0	9	....	3	....	5	....	....	....	0	0	20	4	41
110	Eminence College	5	5	....	....	95	8	6	5	6	7	4	4	2	5	4	3	16	10	14	1	....	2	....	....	4	40
111	Kentucky Military Institute	4	4	0	0	40	4	0	0	0	4	0	2	0	17	....	....	....	11	....	2	....	10	0	0	(*j*)	40
112	Georgetown College	5	5	....	....	64	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4–5	40
113	Kentucky University	9	....	....	....	79	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	40
114	Murray Male and Female Institute*	3	3	0	....	12	4	1	2	....	3	2	....	....	....	....	....	....	....	....	....	....	....	....	....	4	40
115	Concord College	3	3	1	....	47	6	....	2	....	....	....	....	....	14	10	9	4	2	....	....	....	....	....	....	4	40
116	Kentucky Classical and Business College	7	7	12	0	93	20	30	10	18	6	9	0	0	....	....	....	....	....	....	....	....	0	0	0	4	40
117	Bethel College	5	5	....	....	102	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	5	40
118	St. Mary's College	10	8	2	....	85	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	5	43
119	Louisiana State University and Agricultural and Mechanical College. *k*	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
120	St. Charles College	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	0	0	4	44
121	Centenary College of Louisiana	3	....	....	....	24	18	....	2	....	1	....	3	....	....	....	....	....	....	....	....	....	....	....	....	4	40
122	Leland University	4	4	0	0	4	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	....	....	....	....	3, 4	35
123	Straight University	6	....	....	....	24	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	32
124	Jefferson College, St. Mary's	14	14	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	6	43
125	Bowdoin College	12	12	0	*i*3	133	45	....	25	....	21	....	11	....	8	....	13	....	4	....	6	....	3	....	....	4	38
126	Bates College*	7	7	1	6	116	46	3	24	....	24	....	17	2	....	....	....	....	....	....	....	....	0	0	19	4	38
127	Colby University	8	8	0	2	124	46	4	30	1	24	2	14	3	....	....	....	....	....	....	....	....	0	0	69	4	38
128	St. John's College	9	8	1	0	55	25	....	13	....	13	....	4	....	....	....	....	....	....	....	....	....	....	....	*l*160	4	40
129	Johns Hopkins University	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	20	25	....	39
130	Loyola College	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	0	0	0	7	36
131	Washington College	3	3	....	....	*m*28	16	....	....	....	....	....	12	....	....	....	....	....	....	....	12	....	....	....	....	4	40
132	Rock Hill College*	17	14	3	0	21	8	....	10	....	....	0	3	....	....	....	....	....	....	....	....	....	9	0	0	4	40
133	St. Charles's College	10	13	0	....	88	35	....	26	....	14	....	13	....	....	....	....	....	....	....	....	....	....	....	....	4	43
134	Frederick College	3	0	0	0	53	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	(*j*)	40
135	Western Maryland College	10	....	3	....	56	12	7	5	....	1	3	4	6	4	7	1	....	3	3	....	....	....	....	....	3, 4	42
136	Amherst College	20	17	3	8	325	85	....	75	....	74	....	81	....	....	....	6	....	3	....	1	....	3	....	100	4	38
137	Boston College*	3	3	1	0	50	15	....	14	....	11	....	10	....	....	....	....	....	....	....	....	....	0	0	40	4	40
138	Boston University, College of Liberal Arts	21	20	1	....	98	23	4	16	8	13	5	13	8	....	....	....	2	2	4	....	....	11	....	....	4	37
139	Harvard College	46	46	0	16	813	239	....	198	....	208	....	168	....	....	....	....	....	....	....	....	....	51	6	112	4	36

*From Report of the Commissioner of Education for 1876.

a Includes special students.

b Includes normal and irregular students, and those in Bible department.

c In all departments.

d Includes 12 normal students.

e Two resident lecturers are included.

f Includes irregular students.

g Includes students in philosophy and engineering courses.

h The course at present is only academic.

i Partially endowed.

j Not prescribed.

k Constituted by the union of the two State schools.

l Fifty of these were for board and tuition.

m Of these 12 pursue both courses.

TABLE IX.—*Statistics of universities and colleges for 1877, &c.*—Continued.

	Name.	Collegiate department. Corps of instruction. No. of faculty.	No. of resident professors and instructors.	No. of non-resident professors and lecturers.	No. of endowed professorships.	Whole number of students.	Students in classical course. Freshman. Male.	Freshman. Female.	Sophomore. Male.	Sophomore. Female.	Junior. Male.	Junior. Female.	Senior. Male.	Senior. Female.	Students in scientific course. Freshman. Male.	Freshman. Female.	Sophomore. Male.	Sophomore. Female.	Junior. Male.	Junior. Female.	Senior. Male.	Senior. Female.	No. of graduate students.	No. of fellowships.	No. of scholarships.	No. of years in collegiate course.	No. of weeks in scholastic year.
	1	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
140	Tufts College	11	10	1	0	83	16	....	21	....	22	....	9	....	....	....	4	....	6	....	5	....	2	0	27	4	39
141	Williams College	14	....	....	....	204	67	....	47	....	44	....	46	....	....	....	....	....	....	....	....	....	....	....	....	4	38
142	College of the Holy Cross	15	14	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	3	4	40
143	Adrian College	8	....	0	1	a36	2	....	5	....	3	....	8	....	3	....	1	....	1	2	4	1	....	....	....	4	39
144	Albion College*	8	10	....	0	51	5	2	3	5	4	0	5	2	7	5	5	0	2	1	2	3	1	0	0	4	36
145	University of Michigan*	34	34	0	0	b355	c93	12	43	10	38	7	41	11	c26	1	18	0	27	1	12	0	15	0	0	4	40
146	Battle Creek College*	12	10	2	0	74	6	2	4	0	....	....	....	....	23	24	8	7	....	....	....	....	0	0	0	3, 5	40
147	Grand Traverse College	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
148	Hillsdale College	11	15	1	2	105	13	3	9	2	6	1	7	1	9	8	15	10	7	3	3	8	....	....	....	4	38
149	Hope College	6	6	0	0	34	11	....	13	....	6	....	4	....	....	....	....	....	....	....	....	....	0	0	....	4	38
150	Kalamazoo College	6	6	....	1	a32	5	1	5	....	4	....	4	1	2	1	....	7	....	....	....	....	....	....	d2	4	38
151	Olivet College	7	12	0	e3	78	6	f13	7	f3	7	f12	4	f7	7	2	5	....	3	....	1	1	0	0	....	4	37
152	Augsburg Seminary, Greek department	6	6	....	....	39	14	....	16	....	9	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	28
153	Macalester College	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
154	University of Minnesota	18	16	2	0	a99	5	2	9	1	6	....	9	....	11	4	12	7	4	2	4	....	2	0	0	4	38
155	Carleton College	10	10	0	....	32	10	4	4	0	3	0	5	2	2	2	....	....	....	....	....	....	0	0	0	4	39
156	St. John's College	19	19	0	0	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	0	0	0	5	40
157	Mississippi College	5	5	0	0	84	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	10	0	0	....	40
158	Shaw University	6	4	2	....	22	4	2	4	1	2	....	1	....	1	....	4	1	1	....	1	....	....	....	....	4	36
159	University of Mississippi	10	10	....	....	174	101	....	32	....	26	....	15	....	....	....	....	....	....	....	....	....	6	....	....	4	39
160	Alcorn University	3	3	0	0	3	3	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	0	0	0	4	39
161	St. Vincent's College	13	12	1	0	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	0	0	0	5	40
162	University of the State of Missouri*	31	28	3	....	b117	30	6	23	3	18	1	10	2	....	....	....	....	....	....	....	....	5	0	40	4	40
163	Central College	6	....	....	....	133	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	5	40
164	Lewis College	4	3	1	....	24	3	5	1	1	....	....	....	....	6	8	....	....	....	....	....	....	....	....	....	4	38
165	Pritchett School Institute*	9	9	0	3	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	40
166	Lincoln College*	2	....	....	0	b37	5	4	....	....	1	....	....	4	....	....	....	....	....	....	....	....	....	....	....	4	36
167	Woodland College	5	....	....	....	8	....	....	....	....	....	....	....	8	....	....	....	....	....	....	....	....	8	....	....	4–6	38

168	La Grange College*	7	7	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	37
169	William Jewell College	5	7	....	....	100	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	5	40
170	Baptist College	3	....	....	....	33	2	5	....	....	....	....	....	....	7	10	4	1	....	....	....	4	....	....	....	4	40
171	St. Joseph College	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	3	40
172	Christian Brothers' College*	16	16	6	0	33	12	....	8	....	10	....	3	....	....	....	....	....	....	....	....	....	0	0	0	4	40
173	St. Louis University	20	20	0	0	93	30	0	30	0	23	0	10	0	....	....	....	....	....	....	....	....	5	0	0	6	40
174	Washington University	13	....	....	....	24	7	....	7	....	5	....	5	....	(g)	....	(g)	....	(g)	....	(g)	....	....	....	21	4	40
175	Drury College	8	8	0	....	73	8	1	9	1	1	0	5	1	9	13	4	11	1	5	1	3	3	0	8	4	40
176	Central Wesleyan College	4	4	....	h2	45	9	1	5	1	7	....	4	....	10	4	3	1	....	....	....	....	....	....	....	4	39
177	Doane College	4	4	....	....	19	3	....	4	2	....	....	1	2	2	1	2	2	....	....	....	....	....	....	1	4	39
178	University of Nebraska*	9	9	0	0	i75	12	1	2	2	3	1	1	....	1	2	2	2	0	3	2	....	....	....	....	4	37
179	Nebraska College	8	4	4	0	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	40
180	Creighton College	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
181	State University of Nevada	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
182	Dartmouth College	20	20	....	....	j315	65	....	54	....	52	....	75	....	15	....	19	....	23	....	12	....	....	....	67	4	38
183	St. Benedict's College	6	4	2	....	51	6	....	7	....	4	....	....	....	15	....	11	....	8	....	....	....	....	....	....	5	40
184	Rutgers College	13	13	0	h2	173	36	....	36	....	35	....	25	....	12	....	12	....	9	....	8	....	1	0	0	4	36
185	College of New Jersey	26	28	....	11	448	95	....	95	....	129	....	80	....	23	....	10	....	3	....	13	....	44	8	65	4	37
186	Seton Hall College*	....	15	....	....	97	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	7	40
187	St. Bonaventure's College	6	15	....	....	47	k16	....	k14	....	k10	....	k7	....	....	....	....	....	....	....	....	....	....	....	....	6	42
188	St. Stephen's College	6	6	0	0	61	16	0	12	0	18	0	13	....	1	....	0	....	1	....	0	....	0	0	1	4	37
189	Wells College	11	9	2	0	31	....	5	....	2	....	3	....	2	....	8	....	5	....	3	....	3	0	0	0	4	40
190	Brooklyn Collegiate and Polytechnic Institute	11	11	....	0	120	44	....	6	....	....	....	....	....	54	....	7	....	6	....	3	....	0	0	0	4	40
191	St. Francis College	8	4	4	0	l125	....	....	20	....	27	....	....	....	....	....	25	....	23	....	....	....	....	....	....	6	42
192	St. John's College	8	9	1	....	51	20	....	18	....	13	....	....	....	....	....	....	....	....	....	....	....	....	....	....	5	41
193	Canisius College	15	11	4	....	112	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	6	43
194	St. Joseph's College	10	7	....	....	16	3	....	2	....	2	....	2	....	1	....	3	....	2	....	1	....	....	....	....	4	44
195	St. Lawrence University	7	6	1	2	a52	1	1	6	1	1	0	4	1	12	4	2	6	3	3	1	2	0	0	13	4	40
196	Hamilton College*	13	13	0	8	152	39	....	46	....	39	....	28	....	....	....	....	....	....	....	....	....	....	....	16	4	36
197	Elmira Female College	11	....	3	m1	56	....	10	....	6	....	6	....	9	....	14	....	6	....	5	....	0	....	....	n1	4	40
198	St. John's College	14	11	1	0	51	15	....	13	....	10	....	13	....	....	....	....	....	....	....	....	....	1	0	0	4	42
199	Hobart College	9	9	0	6	34	10	....	7	....	10	....	7	....	....	....	....	....	....	....	....	....	....	0	52	4	38
200	Madison University	10	10	....	4	75	16	....	21	....	19	....	15	....	2	....	....	....	2	....	....	....	....	....	60	4	39
201	Cornell University	42	55	2	1	499	29	6	16	5	15	7	8	5	110	12	133	11	67	11	62	2	30	0	512	4	37
202	Ingham University	16	14	2	....	a125	....	6	....	5	....	4	....	....	....	10	....	....	....	14	....	4	1	....	....	3, 4	40
203	College of St. Francis Xavier	14	9	1	0	102	43	....	27	....	17	....	15	....	....	....	....	....	....	....	....	....	....	0	16	4	40
204	College of the City of New York*	15	34	0	0	388	116	....	50	....	38	....	29	....	74	....	40	....	20	....	21	....	3	....	....	4	36
205	Columbia College	....	....	0	1	224	73	....	70	....	37	....	44	....	(g)	....	(g)	....	(g)	....	(g)	....	....	2	14	4	37
206	Manhattan College*	44	40	4	1	108	32	....	36	....	22	....	18	....	....	....	....	....	....	....	....	....	0	0	0	4	44
207	Rutgers Female College*	14	12	2	0	31	....	7	....	7	....	8	....	3	....	o4	....	o1	....	....	....	o1	3	0	0	4	40
208	University of the City of New York*	31	63	0	0	g52	18	....	14	....	13	....	7	....	(g)	....	....	....	....	....	....	....	1	3	1	4	38
209	Vassar College	10	26	0	0	a206	0	51	0	46	0	40	0	45	....	....	....	....	....	....	....	....	1	0	0	4	40
210	University of Rochester	9	9	0	3	a153	28	....	29	....	29	....	28	....	4	....	4	....	5	....	1	....	....	....	p7	4	40
211	Union College	20	18	2	0	160	31	....	20	....	16	....	13	....	28	....	22	....	16	....	14	....	0	0	(q)	4	39

* From Report of the Commissioner of Education for 1876.

a Includes special students.

b Includes irregular students.

c In classical are included those pursuing Latin and scientific course; in scientific, those studying civil and mining engineering and architecture.

d Twenty-eight others endowed, but not yet productive.

e One is but partially endowed.

f Includes those in ladies' course.

g For students in scientific department, see Table X, Part 2.

h Partially.

i Includes university students.

j For students in scientific department, see Table X, Parts 1 and 2.

k Pursue both courses.

l Includes 30 in business course.

m Also general endowment of $50,000.

n Also an "aid fund" of $25,000.

o In partial course.

p Also two graduate scholarships.

q The income of $100,000 is paid in divers amounts to deserving students.

TABLE IX.—*Statistics of universities and colleges for* 1877, *&c.*—Continued.

	Name.	Collegiate department.																						No. of fellowships.	No. of scholarships.	No. of years in collegiate course.	No. of weeks in scholastic year.
		Corps of instruction.				Whole number of students.	Students in classical course.								Students in scientific course.								No. of graduate students.				
		No. of faculty.	No. of resident professors and instructors.	No. of non-resident professors and lecturers.	No. of endowed professorships.		Freshman.		Sophomore.		Junior.		Senior.		Freshman.		Sophomore.		Junior.		Senior.						
							Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
	1	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
212	Syracuse University	11	11	10	3	219	27	12	25	....	17	2	15	....	24	26	10	20	12	9	9	11	4	0	0	4	40
213	University of North Carolina	12	11	1	......	158	49	....	18	....	9	....	7	....	38	....	15	....	12	....	10	....	1	....	......	4	40
214	Biddle University	....	......	......	......	......	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	......	....	....
215	Davidson College	6	6	......	......	75	27	....	16	....	7	....	11	....	5	....	1	....	7	....	1	....	0	0	0	4	40
216	Rutherford College	6	6	0	0	......	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	0	0	....	20
217	North Carolina College	5	1	1	......	13	5	....	4	....	3	....	1	....	....	....	....	....	....	....	....	....	....	....	......	4	40
218	Trinity College*	5	5	0	0	95	25	....	30	....	22	....	13	....	2	....	3	....	0	....	0	....	....	0	0	4	41
219	Wake Forest College	5	5	0	*a*3	100	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	......	3–5	41
220	Weaverville College*	4	4	0	0	33	12	....	12	....	4	....	5	....	....	....	....	....	....	....	....	....	0	0	0	4	40
221	Buchtel College	13	13	0	4	*b*55	7	0	4	0	0	1	1	2	6	3	6	0	5	2	5	1	3	0	21	4	39
222	Ohio University	4	4	......	......	*c*42	5	1	3	1	2	2	5	....	10	1	2	2	2	....	3	....	....	....	......	4	38
223	Baldwin University	9	9	0	......	62	3	2	5	0	3	2	3	0	19	7	5	5	2	3	2	1	1	....	......	4	39
224	German Wallace College	6	5	1	0	37	9	1	5	0	3	0	2	0	5	2	5	0	3	0	2	0	0	0	280	4	40
225	Hebrew Union College	....	......	......	......	......	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	......	....	....
226	St. Xavier College	18	17	7	0	61	14	....	14	....	11	....	7	....	....	....	15	....	....	....	....	....	....	....	......	7	40
227	University of Cincinnati	*d*19	*d*19	0	0	*e*455	7	1	2	0	1	0	4	1	4	2	3	1	4	0	3	0	0	0	0	4	37
228	Farmers' College of Hamilton County	7	7	......	2	20	1	....	....	....	2	1	1	2	....	....	7	1	....	4	....	1	...	....	......	4	40
229	Ohio Wesleyan University	18	18	0	6	*c*206	32	....	30	....	30	....	26	11	8	14	5	10	6	7	4	....	3	0	0	4	37
230	Kenyon College	8	8	......	4	43	13	....	12	....	10	....	8	....	....	....	....	....	....	....	....	....	....	....	......	4	39
231	Denison University	6	6	......	6	*b*60	11	....	7	....	13	....	14	....	2	....	1	....	....	....	1	....	....	....	50	4	39
232	Hiram College	7	7	......	3	*b*21	1	....	1	2	....	....	3	....	3	3	5	....	....	....	3	....	....	....	27	4	40
233	Western Reserve College	10	9	1	4	68	14	....	19	1	15	2	16	1	....	....	....	....	....	....	....	....	....	....	......	4	39
334	Marietta College	9	6	......	......	80	17	....	19	....	17	....	20	....	2	....	2	....	1	....	2	....	....	....	32	4	38
235	Mt. Union College*	21	......	......	3	363	(186)		(80)		(35)		(62)		....	....	....	....	....	....	....	....	2	0	0	4	36
236	Franklin College	5	2	......	......	28	6	....	7	....	10	....	5	....	....	....	....	....	....	....	....	....	....	....	......	4	40
237	Muskingum College	8	8	0	0	40	9	0	3	....	3	....	5	....	....	....	1	7	4	2	1	5	....	....	......	4	39
238	Oberlin College	28	28	......	......	*b*335	43	7	31	9	29	7	32	3	*f* (42)		*f* (42)		*f* (34)		*f* (24)		....	....	......	4	38
239	McCorkle College	2	2	......	1	7	2	3	1	....	1	....	....	....	....	....	....	....	....	....	....	....	9	....	......	6	39

240	One Study University	....	....	....	....	44	*g*20	*g*5	*g*10	*g*2	*g*3	....	*g*4	....	....	....	....	....	....	....	....	....	....	....	....	4	40
241	Miami Valley College*	13	8	....	0	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	6	40
242	Wittenberg College	7	9	....	2	*b*84	24	2	19	....	11	....	9	....	....	....	....	....	....	....	....	....	....	....	....	4	40
243	Heidelberg College	6	6	0	0	88	9	....	11	1	8	2	6	....	18	9	10	7	....	....	5	2	....	0	1,200	4	40
244	Urbana University	5	5	....	....	17	7	....	....	....	2	....	....	....	2	....	....	....	4	....	2	....	1	....	....	4	39
245	Otterbein University	6	6	0	*h*3	63	8	0	7	0	9	0	3	0	6	10	3	4	4	4	0	5	0	0	0	4	40
246	Geneva College	8	6	2	....	57	9	....	7	2	4	1	6	....	2	4	2	7	3	6	1	3	1	....	....	6	36
247	Willoughby College	4	....	....	....	16	5	3	3	1	1	1	....	2	....	....	....	....	....	....	....	....	....	....	....	4	39
248	Wilmington College	4	....	....	....	22	2	1	5	2	1	....	2	....	2	1	1	....	....	1	2	2	....	....	....	4	39
249	University of Wooster*	11	9	2	4	165	32	6	28	4	24	4	30	2	9	2	10	1	7	3	2	1	....	....	40	4	36
250	Wilberforce University	10	5	5	0	19	2	....	....	....	1	....	1	....	6	1	3	1	2	2	....	....	2	0	2	3	42
251	Xenia College*	7	5	2	....	76	2	5	4	3	....	2	1	1	7	14	17	7	....	8	....	5	....	....	....	4	40
252	Antioch College	5	5	0	5	*c*28	1	3	3	2	4	1	2	2	....	....	....	....	....	....	....	....	1	0	0	4	37½
253	Corvallis College	4	4	....	....	102	12	5	6	4	5	3	5	....	14	9	8	7	10	4	7	3	....	....	*i*60	6	40
254	University of Oregon*	3	3	0	0	85	5	0	1	1	0	0	0	0	25	53	0	0	0	0	0	0	0	0	(*j*)	4	40
255	McMinnville College	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
256	Christian College	3	5	1	1	49	12	9	8	6	7	4	3	0	....	....	....	....	....	....	....	....	0	0	43	4	40
257	Philomath College	4	5	0	2	27	2	11	1	3	1	3	4	2	....	....	....	....	....	....	....	....	2	....	....	4	40
258	Willamette University	6	6	0	0	48	4	1	4	3	4	2	6	1	3	....	3	2	2	4	3	6	....	0	....	4	40
259	Muhlenberg College	7	6	1	2	61	*g*22	....	*g*14	....	*g*14	....	*g*11	....	....	....	....	....	....	....	....	....	....	....	30	4	40
260	Lebanon Valley College	7	7	....	*a*3	*k*54	9	3	8	1	5	....	2	....	4	....	3	....	5	....	3	....	....	....	....	4	40
261	Dickinson College	6	6	0	0	54	11	0	16	0	12	0	10	0	3	0	1	0	1	0	0	0	0	0	....	4	40
262	Pennsylvania Military Academy	10	10	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	10	....	....	4	40
263	Lafayette College	24	22	2	4	260	42	....	44	....	40	....	35	....	34	....	28	....	15	....	22	....	7	0	....	4	39
264	Ursinus College	6	6	....	1	26	4	....	5	....	4	....	4	....	6	....	....	....	2	....	1	....	....	....	10	4	40
265	Pennsylvania College	8	9	0	5	82	23	....	17	....	15	....	23	....	1	....	2	....	....	....	1	....	....	....	....	4	39
266	Thiel College	4	7	....	1	37	6	8	10	....	4	7	2	....	....	....	....	....	....	....	....	....	....	....	4	4	39
267	Haverford College	8	5	3	0	59	15	....	10	....	8	....	11	....	7	....	3	....	....	....	5	....	0	0	*l*3	4	38
268	Monongahela College	6	6	....	....	9	1	1	2	1	1	....	1	....	....	....	....	....	....	....	1	1	....	....	....	6	40
269	Franklin and Marshall College	9	9	2	1	66	17	0	20	0	12	0	17	0	0	0	0	0	0	0	0	0	....	....	....	4	40
270	St. Vincent's College*	39	....	....	0	122	30	....	35	....	27	....	30	....	....	....	....	....	....	....	....	....	....	0	0	5	40
271	University at Lewisburg*	8	7	1	1	66	17	....	8	....	12	....	16	....	7	....	6	....	0	....	0	....	0	....	34	4	40
272	St. Francis College	....	....	0	0	70	22	....	....	....	....	....	....	....	8	....	....	....	....	....	....	....	....	....	0	7	42
273	Allegheny College	10	9	1	6	72	31	1	12	....	13	2	11	2	....	....	....	....	....	....	....	....	....	....	....	4	39
274	Mercersburg College	6	10	0	0	32	7	....	6	....	9	....	10	....	0	0	0	0	0	0	0	0	*m*13	0	0	4	40
275	Palatinate College*	9	9	....	....	15	13	....	2	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	42
276	New Castle College	9	8	1	0	110	28	18	2	1	....	....	....	....	33	27	0	1	....	....	....	....	....	....	....	4	40
277	Westminster College	8	8	....	....	110	23	2	20	0	11	2	17	0	1	7	2	13	2	2	1	7	....	....	....	4	38
278	St. Joseph's College	8	6	0	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	6, 8	40
279	University of Pennsylvania	14	15	1	1	*n*134	30	....	32	....	31	....	24	....	(*o*)	....	(*o*)	....	(*o*)	....	(*o*)	....	....	....	....	4	41
280	Western University of Pennsylvania	13	13	0	3	58	8	0	3	0	8	0	8	0	1	0	4	0	11	0	15	0	2	0	0	4	40
281	Lehigh University	9	5	....	8	83	5	....	2	....	....	....	1	....	30	....	16	....	15	....	14	....	....	....	....	4	38
282	Swarthmore College	9	15	4	0	105	8	23	7	13	6	5	4	6	18	0	6	0	3	0	6	0	43	....	....	4	38

* From Report of the Commissioner of Education for 1876.

a Partially endowed.

b Includes special students.

c Includes irregular students.

d For academic and art departments.

e Includes students in academic and art departments.

f In literary course.

g Under classical are included students in scientific course.

h Also two partially.

i These are State students in agricultural department.

j There are as many free scholarships as there are members of the legislature.

k Includes 11 in ladies' course.

l Number of poor students helped, 28.

m In theology.

n Includes 17 in partial course.

o See Table X, Part 2.

TABLE IX.—*Statistics of universities and colleges for 1877, &c.*—Continued.

Number.	Name.	Collegiate department. Corps of instruction. No. of faculty.	Corps of instruction. No. of resident professors and instructors.	Corps of instruction. No. of non-resident professors and lecturers.	Corps of instruction. No. of endowed professorships.	Whole number of students.	Classical course. Freshman. Male.	Classical course. Freshman. Female.	Classical course. Sophomore. Male.	Classical course. Sophomore. Female.	Classical course. Junior. Male.	Classical course. Junior. Female.	Classical course. Senior. Male.	Classical course. Senior. Female.	Scientific course. Freshman. Male.	Scientific course. Freshman. Female.	Scientific course. Sophomore. Male.	Scientific course. Sophomore. Female.	Scientific course. Junior. Male.	Scientific course. Junior. Female.	Scientific course. Senior. Male.	Scientific course. Senior. Female.	No. of graduate students.	No. of fellowships.	No. of scholarships.	No. of years in collegiate course.	No. of weeks in scholastic year.
	1	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
283	Augustinian College of St. Thomas of Villanova.	14	11	3	0	75	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	0	0	0	7	40
284	Washington and Jefferson College	8	8	......	2	128	17	....	26	....	35	....	24	....	15	....	6	....	3	....	2	....	....	....	......	4	39
285	Waynesburg College*	12	12	......	......	96	14	12	6	7	7	....	1	2	9	15	7	4	1	4	2	5	4	....	......	4	40
286	Brown University	17	16	0	3	235	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	0	0	72	4	40
287	College of Charleston	6	......	......	1	35	15	....	10	....	6	....	4	....	....	....	....	....	....	....	....	....	....	....	6	4	38
288	University of South Carolina*	11	9	2	0	89	21	....	8	....	3	....	3	....	45	....	9	....	0	....	0	....	....	0	124	4	39
289	Erskine College	5	5	0	0	50	12	....	12	....	11	....	13	....	2	....	0	....	0	....	0	....	....	....	......	4	40
290	Furman University*	5	5	0	0	73	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	......	(*a*)	40
291	Newberry College	7	6	1	1	30	10	....	8	....	5	....	4	....	3	....	....	....	....	....	....	....	....	....	......	4	40
292	Wofford College	8	8	......	0	77	20	....	16	....	15	....	13	....	5	....	0	....	6	....	2	....	....	....	......	4	36
293	East Tennessee Wesleyan University	7	6	1	0	136	14	....	7	....	1	....	10	....	45	19	18	11	6	....	5	....	....	....	......	4, 6	40
294	Beech Grove College	3	4	......	......	18	1	....	3	2	....	2	1	....	8	1	....	....	....	....	....	....	....	....	......	4	40
295	Bradyville College	....	......	......	......	......	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	......	....	....
296	King College	3	3	......	*b*2	33	....	....	....	....	....	....	....	....	9	0	12	0	5	0	7	0	....	....	......	4	40
297	Southwestern Presbyterian University*	7	7	0	0	65	17	....	12	....	13	....	8	....	7	....	5	....	2	....	1	....	0	0	0	4	40
298	Hiwassee College	5	5	......	......	116	....	0	....	0	....	0	....	0	....	....	....	....	....	....	....	....	1	....	......	4	40
299	Southwestern Baptist University	7	7	0	0	159	26	0	21	0	8	0	5	....	58	0	34	0	7	0	....	....	0	0	0	5	40
300	East Tennessee University	13	13	0	......	*c*90	12	0	10	0	12	0	10	0	17	....	7	....	7	....	5	....	2	0	275	4	40
301	Cumberland University	11	9	2	*b*2	58	9	....	27	....	14	....	8	....	....	....	....	....	....	....	....	....	....	....	......	4	20
302	Bethel College	4	4	......	......	52	5	5	4	4	8	3	14	9	....	....	....	....	....	....	....	....	1	....	......	4	20
303	Manchester College	2	2	......	......	55	10	8	5	3	2	2	....	....	5	4	6	4	3	3	....	....	....	....	......	4	40
304	Maryville College	6	8	......	......	21	10	2	....	....	3	1	5	....	....	....	....	....	....	....	....	....	....	....	......	4	40
305	Christian Brothers' College	12	12	......	......	48	18	....	15	....	11	....	4	....	....	....	....	....	....	....	....	....	....	....	......	4	40
306	Mosheim Institute	3	3	......	......	39	14	....	3	....	1	....	4	....	7	3	....	4	....	2	....	1	....	....	......	4	40
307	Mossy Creek Baptist College	4	4	......	......	42	13	....	15	....	10	....	4	....	....	....	....	....	....	....	....	....	....	....	......	4	40
308	Central Tennessee College	8	7	1	1	4	1	1	1	....	....	1	....	....	....	....	....	....	....	....	....	....	....	....	......	4	36
309	Fisk University	5	5	0	0	16	7	1	2	2	2	0	....	1	....	....	....	....	....	....	1	....	4	0	0	4	36

310	Vanderbilt University	13	11	2	11	126	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4, 6	39
311	University of the South	11	11	....	....	120	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	....	....	3	40
312	Greeneville and Tusculum College*	6	5	1	0	21	3	0	1	1	3	0	3	0	6	0	4	0	0	0	0	0	3	0	180	4	32
313	Woodbury College	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	40
314	Texas Military Institute	5	5	0	0	84	16	....	34	....	23	....	11	....	....	....	....	....	....	....	....	....	0	0	0	4	40
315	St. Joseph's College	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	40
316	Southwestern University	7	6	1	....	79	31	....	22	....	10	....	....	....	7	....	6	....	3	....	....	....	....	....	....	4	40
317	Henderson Male and Female College	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	5	4	40
318	Austin College	3	0	0	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	40
319	Baylor University	7	6	1	*b*2	91	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	0	0	0	3–6	40
320	Mansfield Male and Female College	8	....	....	....	180	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	....	....	4	40
321	Salado College	4	4	0	0	70	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	0	0	0	4	40
322	Trinity University	12	10	2	1	*c*99	28	....	4	13	10	2	5	1	....	....	....	....	....	....	2	4	....	....	....	4	40
323	Waco University	12	12	0	0	121	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	0	0	0	4	40
324	University of Vermont and State Agricultural College.	10	10	0	1	102	21	0	20	5	20	1	17	3	6	0	4	0	2	2	1	0	0	0	15	4	38
325	Middlebury College	9	7	2	2	52	15	....	15	....	12	....	10	....	....	....	....	....	....	....	....	....	0	0	0	4	38
326	Norwich University	7	6	1	....	32	15	....	15	....	1	....	1	....	....	....	....	....	....	....	....	....	....	....	....	4	37
327	Randolph Macon College	9	9	....	....	132	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	3	39
328	Hampden Sidney College	5	5	0	*b*5	*d*78	13	....	29	....	13	....	16	....	....	....	....	....	....	....	....	....	....	....	....	4	40
329	Washington and Lee University*	....	13	7	....	133	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	25	(*a*)	40
330	Richmond College	7	7	0	....	162	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	(*a*)	39
331	Roanoke College*	6	5	1	0	175	30	....	31	....	18	....	14	....	....	....	....	....	....	....	....	....	0	0	0	4	42
332	University of Virginia	21	21	0	*b*2	190	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	11	(*a*)	40
333	College of William and Mary	6	6	....	....	21	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	15	3	40
334	Bethany College*	7	6	1	....	*e*121	21	....	12	....	6	....	9	....	14	....	9	....	7	....	8	....	1	....	....	4	38
335	West Virginia College	5	5	0	0	3	0	0	3	0	0	0	0	0	....	....	0	....	....	....	....	....	0	0	0	4	40
336	West Virginia University	21	10	11	....	42	21	....	13	....	2	....	6	....	....	....	....	....	....	....	....	....	....	....	....	4	41
337	Lawrence University	8	8	....	*b*1	78	4	1	3	2	2	2	4	1	12	13	5	6	10	3	4	6	....	....	....	4	38
338	Beloit College	8	8	....	*f*1	81	24	....	9	....	15	....	21	....	5	....	4	....	3	....	....	....	....	....	15	4	39
339	Galesville University*	4	4	0	0	26	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	0	0	4	39
340	University of Wisconsin	20	20	0	12	*c*245	38	16	20	7	16	7	7	....	24	4	11	5	12	4	12	5	2	0	10	4	38
341	Milton College	4	4	0	0	85	12	6	10	4	4	....	....	....	8	18	6	10	2	2	3	....	0	0	0	4	39
342	St. John's College*	12	8	4	....	80	22	....	25	....	20	....	13	....	....	....	....	....	....	....	....	....	....	....	....	4	40
343	Racine College	10	8	2	0	*c*38	18	....	10	....	4	....	3	....	....	....	....	....	....	....	....	....	....	....	(*g*)	4	38
344	Ripon College	7	7	0	0	39	4	1	4	1	3	0	4	2	7	5	3	0	1	1	1	2	1	0	0	4	39
345	Northwestern University*	7	8	....	....	48	10	....	12	....	6	....	5	....	12	....	3	....	....	....	....	....	1	....	....	4	40
346	Georgetown College	22	15	4	1	67	*h*20	....	*h*22	....	*h*11	....	*h*14	....	....	....	....	....	....	....	....	....	0	0	2	4	42
347	Columbian University	10	10	....	....	41	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	39
348	Howard University	4	4	0	0	25	10	....	4	....	4	....	4	....	....	....	1	....	1	....	1	....	0	0	0	4	38
349	National Deaf-Mute College	7	7	0	0	23	5	....	3	....	4	....	4	....	4	....	3	....	0	....	0	....	....	....	....	4	39
350	University of Deseret	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	40
351	Holy Angels' College	4	3	1	0	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....

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* From Report of the Commissioner of Education for 1876.

a Not prescribed; curriculum consisting of elective schools or departments.

b Partially endowed.

c Includes special students.

d Includes irregular students.

e Includes ministerial and special students.

f Also 4 partially.

g $30,000 devoted to the education of the orphan sons of Episcopal clergymen in Wisconsin.

h Pursue scientific course also.

TABLE IX.—*Statistics of universities and colleges for 1877, &c.*—Continued.

	Name.	Annual charge to each student for tuition.	Cost of board per week.	Libraries. College library. Number of volumes.	Libraries. College library. Number of pamphlets.	Libraries. College library. Increase in the last collegiate year in books.	Libraries. Number of volumes in society libraries.	Property, income, &c. Value of grounds, buildings, and apparatus.	Property, income, &c. Amount of productive funds.	Property, income, &c. Income from productive funds.	Property, income, &c. Receipts for the last year from tuition fees.	Property, income, &c. Receipts for the last year from State appropriation.	Property, income, &c. Aggregate amount of scholarship funds.	Date of next commencement.
	1	39	40	41	42	43	44	45	46	47	48	49	50	51
1	Southern University*	$70	$3⅙–4	2,000	150	20	1,500	$90,000	$12,000	$600	$3,000	$0	$0	July 4.
2	Howard College	40, 85	2½	1,250	300	50	600	50,000	0	0	7,000	0	0	June 12.
3	Spring Hill College	*a*300		5,000		150	2,500	140,000				0	0	October 2.
4	University of Alabama	*b*40	2.80	6,000			1,000	200,000	300,000	24,000			0	July 4.
5	Arkansas College	30–45	3	400	100			10,000	4,000	350	1,500			December.
6	Cane Hill College	22–52	2¼	100				6,000			2,500			June 21.
7	Judson University	9–36	2½	365	100		0	26,000			600			June 7.
8	St. John's College of Arkansas	55	3–4½						15,000	1,500	1,000			May 31.
9	Missionary College of St. Augustine	*a*375		900	700	45	465	78,000	0	0	*a*27,000	0	0	May 29.
10	Pierce Christian College	10–30	3–5	0	0	0		15,000	35,000	3,000	1,300	0	0	April 25.
11	St. Vincent's College	*a*250												
12	University of California*	0		13,324	800	1,300	400	805,000	750,000		0	0	0	June 6.
13	St. Ignatius College	30–80		9,500			1,500					0		June 3.
14	St. Mary's College	*a*250–275		3,000	100	50		250,000	0	0	58,000	0	0	June 4.
15	Santa Clara College	*a*350		12,000		100	3,500	*c*102,000				0		Aug., 1st week.
16	University of the Pacific	42	5	2,000	200	100	1,500	75,000	25,000	3,000	11,059			June 6.
17	Pacific Methodist College	30–70	5	1,200	1,000	200	900	35,000			5,000			May 16.
18	College of Our Lady of Guadalupe*		*d*12½	680	60	31	115							
19	California College	52	5	2,000	500	8		10,000	20,000	1,900	1,600			May.
20	Washington College	80	7½	1,200				33,000						May 22.
21	Hesperian College	49, 69	4½–5	100			100	20,000	32,000	3,000	4,500	0		May.
22	University of Colorado	*e*0	4½					75,000	(*f*)	8,000		7,500		
23	Colorado College							*g*55,000						
24	Trinity College	90	4–6	18,500										June 27.
25	Wesleyan University	75	3	27,193	3,500	979		556,384	319,974	18,115		0		June 27.
26	Yale College*	140	5¾	80,000			20,000		*h*318,083	*h*21,203	*h*68,008			June 28.
27	Delaware College	60	3	6,000	2,000	50	3,000	75,000	83,000	4,980	600	0		June.
28	University of Georgia*	75	4–6½	12,000		300	7,000	200,000	317,202	25,935	5,750	5,000	0	August 1.

29	Atlanta University*	18	2½	4,000	0	1,000	0	100,000	0	0	2,000	8,000	0	June 21.
30	Bowdon College													
31	Gainesville College	50	3	200	50	0	0	20,000	0	0	4,500	0	0	July 17.
32	Mercer University	60	3¾	9,000				150,000	150,000	10,000	4,000		2,000	July 3.
33	Pio Nono College	*a*230		1,500	150	75	300	50,000			*a*7,000			July 3.
34	Emory College	60	3-4½	3,500			4,000	100,000						July 17.
35	Abingdon College*	35-50	3½-5	250	100			50,000	20,000	2,000		0		June 7.
36	Hedding College*	36	*i*4	300	20	10	600	50,000			5,500			June 21.
37	Illinois Wesleyan University	39	2-3½	2,000	1,000	200		150,000	50,000	5,000	8,000	0		June 20.
38	St. Viator's College	200	4	2,000	500	100		50,000			10,000			June.
39	Blackburn University	25	2½	1,000	500		500	60,000	70,000	7,000	2,004			June 13.
40	Carthage College	25	1.90	2,500	500	40	300	50,000	47,000	3,000	4,100	0	0	May 2.
41	St. Ignatius College	40		10,500			1,000					0	0	September 2.
42	University of Chicago	70	3	7,000				600,000			7,500			June 27.
43	Rock River University*j*		5					40,000			4,000			June 28.
44	Eureka College	30	2-4	2,000			1,000	55,500	25,000	2,000	3,000	0	0	June 6.
45	Northwestern University	27, 45	1⅘-5½	26,800	7,300			291,000	962,000	28,496	13,540	0	0	June 20.
46	Ewing College	30	2½	100		20	250	5,000	0	0	2,000	0	0	June 28.
47	Knox College	39	2¾	6,400	500	100	3,000	250,000	111,000	11,000	6,300	0		June 27.
48	Lombard University	15-33	4½	4,000			1,000	50,000	100,000	9,000				June 20.
49	Illinois Agricultural College*	36	3-3½	500	100		0							
50	Illinois College	36	3¼-5	7,500			3,000	125,000	100,000	9,000	4,400		3,000	June 6.
51	Swedish-American Ansgari College	25, 30	2½	460		100		23,000	0	0	1,355	0	0	
52	Lake Forest University	40-100	4	3,000	200	500		190,000	65,000	5,500				June 27.
53	McKendree College	39-42	4	5,000	1,060		2,500	50,000	25,000	2,300	3,000			June 9.
54	Lincoln University*	26-40						75,000	50,000	5,000	2,000			June 14.
55	Evangelisch-Lutherisches Collegium	15	(*k*)	200				1,500						
56	Monmouth College	40	4	1,925	118	40	900	52,000	35,000	3,384	4,200	0		June 20.
57	Northwestern College	18	3					50,000	97,000	9,707	2,970			June 13.
58	Augustana College	24, 30	*l*2	6,000	1,000			50,000	0	0	2,000	0	0	June 13.
59	St. Joseph's Ecclesiastical College	*a*150, 180												June 26.
60	Shurtleff College	48, 60	1-3	5,000	2,500		2,000	35,000	195,000	10,000	4,600		20,000	June.
61	Westfield College	24	3	790	100	50	200	55,000	40,000	2,500	1,200			June 13.
62	Wheaton College	33	2½	2,500	1,500		1,000	100,000	30,000					June 19.
63	Bedford College	30	3-3¼	170	20	55		20,000			1,300			June 14.
64	Indiana University	0	3-4	6,000	1,000			100,000	120,412	8,000	*m*1,000	23,000		June 12.
65	Wabash College*	30	3-3½	12,000			5,000							June 27.
66	Concordia College	*n*100	1½	5,000	1,000	250	1,000	150,000	*o*1,000		500			July 15.
67	Fort Wayne College	29	2¼	300				50,000	0	0		0	0	June 14.
68	Franklin College	23, 28	3-3¼	2,066	500	66	500	40,500	74,000	3,000	2,000			June 13.
69	Indiana Asbury University*	0	3⅝-5	10,000	1,000	0	1,000	200,000	170,000	12,000	*m*4,500	0		June 21.
70	Hanover College*	0	4	5,000			2,400							June 14.
71	Hartsville University	15-18	2½-3¼	830	125	30		15,000	19,000	1,200	1,000		9,000	June 20.
72	Butler University	0	4½	1,500	1,000	500	1,000	150,000	300,000	18,000				June 14.
73	Smithson College	30	3½					100,000			1,200			June 26.

* From Report of the Commissioner of Education for 1876. *a* Board and tuition. *b* Three students from each county are admitted free of tuition. *c* Estimated. *d* Cost of board and tuition per month. *e* To residents. *f* One-fifth of a mill on each dollar assessed in the State, giving an annual income of about $8,000. *g* Includes endowment. *h* From Report for 1875. *i* Including furnished room. *j* Suspended during the year, but will reopen September, 1878; the statistics are taken from the Report for 1876. *k* Free to those intending to become ministers in the synod; $100 a year to others. *l* Includes room rent, fuel, and light. *m* From contingent fees. *n* Free to those intending to pursue a theological course. *o* The interest is to be used solely for the assistance of needy students.

TABLE IX.—*Statistics of universities and colleges for 1877, &c.*—Continued.

	Name.	Annual charge to each student for tuition.	Cost of board per week.	Libraries.				Property, income, &c.						Date of next commencement.
				College library.			Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
				Number of volumes.	Number of pamphlets.	Increase in the last collegiate year in books.								
	1	39	40	41	42	43	44	45	46	47	48	49	50	51
74	Union Christian College	$18	$3	640	....	60	....	$50,000	$70,000	$5,000	$500	....	....	June 6.
75	Moore's Hill College	30–36	2–3½	800	....	....	....	30,000	18,000	1,500	3,000	....	....	June 13.
76	University of Notre Dame du Lac	*a*300	....	....	....	....	....	....	....	....	....	....	....	June 26.
77	Earlham College	50–80	3–4	2,522	....	20	1,532	62,000	55,000	4,700	5,200	$0	$0	June 26.
78	Ridgeville College	21	3	300	200	15	....	25,000	20,000	800	400	....	13,000	May 31.
79	St. Meinrad's College	96	2	6,300	....	150	....	10,000	....	....	....	....	....	September 5.
80	Algona College	28	3	300	....	....	....	10,000	17,000	....	1,200	....	....	June 20.
81	Amity College*	9–15	2½–3	500	50	75	100	10,000	*b*20,000	2,000	450	....	....	June.
82	Norwegian Luther College	*c*30	1¾	3,210	....	60	525	110,000	0	0	825	0	0	June 29.
83	University of Des Moines	30	1¾	2,000	1,000	600	....	70,000	23,000	2,800	1,500	0	0	June 12.
84	Parsons College	30, 36	2½–4	845	35	202	....	25,000	28,000	2,500	1,540	....	....	June 19.
85	Upper Iowa University	33	2¾–3¼	200	100	25	1,500	50,000	10,000	1,000	3,500	....	....	June 21.
86	Iowa College*	22	2–3	4,500	....	....	1,650	....	....	....	....	....	....	June.
87	Humboldt College	15–20	2–4	1,550	1,500	50	....	75,000	....	....	500	....	....	
88	Simpson Centenary College	24–30	3	....	....	....	....	40,000	70,000	5,000	4,000	0	0	June 12.
89	Iowa State University	15	2½–5	9,585	1,000	500	0	200,000	218,347	18,135	2,805	11,864	0	June 20.
90	German College	15	1¾	....	....	....	....	10,000	25,000	1,800	510	....	....	
91	Iowa Wesleyan University	24	3–4	1,800	....	....	1,217	50,000	54,295	6,832	1,494	0	....	June 20.
92	Cornell College	24	3–4	4,300	500	150	2,000	100,000	40,000	4,000	6,000	0	....	June 27.
93	Oskaloosa College	30	2–3½	1,400	500	200	500	45,000	30,000	2,500	4,000	0	(*d*)	June 6.
94	Penn College	30	2¾–3½	1,300	40	50	55	30,000	5,000	*e*1,300	3,450	0	0	June 19.
95	Central University of Iowa	27	3	2,200	800	200	....	40,000	40,000	3,500	....	....	....	June 12.
96	Tabor College	25	2–2½	3,900	200	100	0	18,000	30,000	2,500	2,800	0	0	June 3, 4, 5.
97	Western College	25½	1½–3	800	....	100	800	40,000	14,000	1,200	1,700	0	10,000	June 21.
98	St. Benedict's College	60	2.85	2,600	....	800	200	....	....	....	....	....	....	
99	Baker University	15, 21	3–4	1,130	200	150	....	....	2,000	200	1,000	....	....	June 6.
100	Highland University	30, 36	3½	5,000	....	....	....	20,000	....	0	1,700	0	....	June 13.
101	University of Kansas	10	4½	2,500	400	300	280	250,000	11,000	713	2,800	26,275	....	June 5.

102	Lane University	24	3	......	......	......	......	40,000	......	......	......	......	......	June 19.
103	Ottawa University	30	3½	0	0	......	......	80,000	......	......	780	0	......	June 5.
104	St. Mary's College	*a*150	......	4,000	......	......	1,000	100,000	......	......	*a*12,000	0	0	September 2.
105	Washburn College	27	2½	3,000	300	100	0	54,000	33,000	3,000	800	0	12,000	June 12.
106	St. Joseph's College	*a*200	......	3,000	500	......	3,000	50,000	0	0	......	0	0	June 27.
107	Berea College	9, 12	2¼	2,200	......	......	......	95,000	35,000	2,620	......	......	......	July 3.
108	Cecilian College	40	3½	500	100	20	500	20,000	......	......	3,000	......	......	June.
109	Centre College	*f*45	*g*3½–5	4,201	250	41	4,500	71,000	185,000	9,014	1,994	0	10,000	June 20.
110	Eminence College	50	3¾	1,600	500	50	800	25,000	......	......	6,000	......	......	June 6.
111	Kentucky Military Institute	100	2½–5	3,500	1,000	300	1,500	130,000	0	0	4,500	0	0	June 6.
112	Georgetown College	*h*50	3–5	9,300	1,000	300	2,400	75,000	75,000	6,000	2,000	0	......	June 13.
113	Kentucky University	30	2–5	10,000	......	......	......	250,000	380,000	25,000	......	......	......	June 13.
114	Murray Male and Female Institute*	20–50	......	......	......	......	......	18,000	......	......	2,980	......	......	June 8.
115	Concord College	23–46	3½	200	20	0	......	12,000	......	......	1,375	240	......	June 13.
116	Kentucky Classical and Business College.	50, 60	5	500	100	500	......	20,000	......	......	*a*12,000	0	0	June.
117	Bethel College	60	2½	1,000	500	......	800	40,000	71,000	4,200	4,500	......	......	June 13.
118	St. Mary's College	*a*225	......	......	......	......	......	......	......	......	......	......	......	June 19.
119	Louisiana State University and Agricultural and Mechanical College.*i*	......	......	......	......	......	......	......	......	......	......	......	......	
120	St. Charles College	......	......	......	......	......	......	......	......	......	......	......	......	
121	Centenary College of Louisiana	45, 65	2½–5	2,000	......	......	1,000	80,000	......	......	......	......	......	July 1–3.
122	Leland University	*j*8	2	825	40	300	......	75,000	0	0	......	......	......	May 31.
123	Straight University	8	2½–3	200	......	......	......	......	......	......	......	......	......	
124	Jefferson College, St. Mary's	*a*260	......	2.000	200	......	500	30,000	......	......	......	......	......	July, last week.
125	Bowdoin College	75	3½	17,600	5,000	100	13,100	275,000	240,000	14,000	14,734	0	44,000	July 11.
126	Bates College*	36	......	5,000	......	300	1,600	*k*100,000	*k*120,000	*k*8,400	......	......	24,000	June 27.
127	Colby University	30	2–3	13,600	6,700	568	1,200	130,000	200,000	13,000	6,000	0	50,000	July 24.
128	St. John's College	75	*h*5	5,000	......	300	......	65,000	0	0	1,500	*l*25,000	0	July 3.
129	Johns Hopkins University	80	5	5,796	......	1,916	0	......	*3,000,000	*180,000	......	0	0	
130	Loyola College	50–75	......	......	......	......	1,500	......	......	......	......	0	0	June 27.
131	Washington College	40–60	4	1,300	......	......	......	40,500	27,570	1,734	464	5,375	......	July 10.
132	Rock Hill College*	*a*260	......	5,050	330	......	1,200	50,000	0	0	......	0	0	June 28.
133	St. Charles's College	*a*180	......	5,000	......	......	500	......	......	......	......	0	......	June 27.
134	Frederick College	25–60	......	3,000	500	25	0	10,000	0	0	3,000	800	......	
135	Western Maryland College	35–60	4	......	......	100	1,200	35,000	......	......	1,626	*m*1,090	600	June 20.
136	Amherst College	100	3–5	31,991	5,500	761	5,318	500,000	*n*370,000	22,247	30,110	1,028	150,000	June 27.
137	Boston College*	60	......	8,000	500	......	1,000	300,000	0	0	7,000	0	0	June.
138	Boston University, College of Liberal Arts.	80	2½–5	......	......	......	......	......	......	......	......	......	......	June 5.
139	Harvard College	150	4–8	163,000	3,000	......	......	......	*o*3,657,491	*p*235,302	120,797	......	......	June 26.
140	Tufts College	100	3¾	18,500	8,000	2,500	......	......	......	......	5,000	0	(*q*)	June 19.
141	Williams College	90	3–6	18,000	......	450	10,000	260,000	280,000	18,000	10,200	......	96,000	July 3.
142	College of the Holy Cross	170	*a*6½	11,600	2,000	......	700	200,000	......	......	33,000	......	......	June, last week.
143	Adrian College	15	2¾	300	150	......	500	125,000	80,000	6,000	385	......	......	June 20.
144	Albion College*	0	2⅝–3	1,000	200	100	500	40,000	175,000	11,000	0	0	0	June 20.
145	University of Michigan*	15, 25	......	23,500	7,000	621	2,000	483,000	......	40,000	......	......	0	June 27.

* From Report of the Commissioner of Education for 1876. *a* Board and tuition. *b* Also $20,000 in land. *c* For lowest class in preparatory department; free in all others. *d* $400 was used in assisting deserving students. *e* Partially made up by running subscriptions. *f* Includes contingent fee. *g* Includes washing, fuel, and light. *h* Includes all incidental expenses. *i* Constituted by the union of the two State schools. *j* Free to theological students. *k* From Report for 1875. *l* $10,000 being appropriated for the board of 50 students. *m* From Carroll County academic fund. *n* Exclusive of scholarship or prize funds. *o* For all departments of the university; the college funds alone being $982,899. *p* Receipts from all sources. *q* $2,500 is annually appropriated by the college.

TABLE IX.—*Statistics of universities and colleges for 1877, &c.*—Continued.

	Name.	Annual charge to each student for tuition.	Cost of board per week.	Libraries.				Property, income, &c.						Date of next commencement.
				College library.			Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
				Number of volumes.	Number of pamphlets.	Increase in the last collegiate year in books.								
	1	39	40	41	42	43	44	45	46	47	48	49	50	51
146	Battle Creek College*	$20	$2½	0	0	0	0	$75,000	$0	$0	$3,000	$0	$0	June 26.
147	Grand Traverse College	....	....	....	....	....	....	*40,000	*10,000	*800	*200	....	*13,000	
148	Hillsdale College	0	2¼	6,100	1,000	200	....	150,000	....	9,000	0	0	92,000	June 20.
149	Hope College	60	2½–3½	3,200	300	200	0	30,000	55,000	4,000	0	0	....	June 26.
150	Kalamazoo College	18	2–4	2,950	....	51	750	100,000	....	4,200	1,750	0	15,000	June 19.
151	Olivet College	21	2½	5,950	900	....	....	80,000	118,528	5,963	827	0	....	June 20.
152	Augsburg Seminary, Greek department.	20	1¼	....	....	....	....	30,000	....	....	....	....	....	May 7.
153	Macalester College	....	....	....	....	....	....	....	....	....	....	....	....	
154	University of Minnesota	*a*0	2–3½	12,000	3,000	900	0	185,000	353,990	18,843	0	19,000	0	June 6.
155	Carleton College	18–24	2¾	3,192	2,000	352	210	71,136	83,270	7,978	5,026	....	*b*5,600	June 19.
156	St. John's College	*c*180	....	2,816	1,850	1,810	1,000	....	0	0	....	0	0	June 27.
157	Mississippi College	30–60	2½–3¾	2,000	500	0	1,500	50,000	50,000	1,500	3,600	0	0	June 27.
158	Shaw University	40	2½	350	75	25	....	9,000	5,000	350	130	....	....	May 29.
159	University of Mississippi	0	2½–3	6,000	....	600	2,500	350,000	0	0	0	30,000	0	June 27.
160	Alcorn University	0	1½	527	230	34	....	138,405	0	....	0	4,321	0	June 19.
161	St. Vincent's College	....	....	5,000	....	....	....	....	0	0	....	0	0	
162	University of the State of Missouri*	20	1½–5	10,000	1,000	....	3,000	*d*375,000	....	*e*63,467	*d*7,055	....	*d*30,000	June 7.
163	Central College	50	3½	400	....	....	....	50,000	54,000	4,000	3,000	....	....	June 19.
164	Lewis College	35, 40	3½	3,500	500	....	....	50,000	8,000	640	1,500	....	....	June 5.
165	Pritchett School Institute*	20–50	5	....	....	....	....	50,000	70,000	5,600	3,000	....	....	
166	Lincoln College*	30	3–3¾	350	25	40	....	2,000	0	0	800	0	0	June 8.
167	Woodland College	40	4	....	....	....	....	20,000	....	....	....	....	....	June 7.
168	La Grange College*	38	3½	1,500	....	....	....	30,000	....	....	....	....	....	May 24.
169	William Jewell College	40	2½–4	3,600	....	100	....	75,000	60,000	3,000	3,400	....	....	June 13.
170	Baptist College	40	4	....	....	....	....	12,000	....	....	1,500	....	....	June 7.
171	St. Joseph College	16–32	5	800	100	....	400	....	....	....	....	....	....	June, last Friday.
172	Christian Brothers' College*	60	6	20,000	1,000	0	....	150,000	0	0	20,700	0	0	June 25.

173	St. Louis University	60	...	16,700	...	...	8,000	...	0	0	...	0	0	June 26.
174	Washington University	100	5–10	2,500	...	...	...	300,000	500,000	50,000	30,000	0	30,000	June 13.
175	Drury College	36, 48	2–4½	5,000	...	1,000	...	75,000	10,000	900	3,000	0	3,200	June 20.
176	Central Wesleyan College	7½–12	2¾	2,000	200	1,000	...	40,000	20,000	1,000	3,750	...	...	June 20.
177	Doane College	21	2½	250	100	50	...	50,000	20,000	...	700	0	200	June 20.
178	University of Nebraska*	0	2½–4	2,000	200	200	...	130,000	0	0	0	20,000	0	June 27.
179	Nebraska College	f250	...	500	400	...	200	40,090	...	...	5,000	0	0	June 25.
180	Creighton College	...	...	...	...	...	...	...	...	...	...	...	...	
181	State University of Nevada	...	...	...	...	...	...	...	...	...	...	...	...	
182	Dartmouth College	90	2½–4	54,835	...	...	...	100,000	g450,000	25,000	g21,400	h1,000	g100,000	June 27.
183	St. Benedict's College	60	...	800	75	...	630	20,000	...	...	...	...	...	June 27.
184	Rutgers College	75	3½–7	7,500	1,250	...	4,000	400,000	313,667	24,003	5,108	i6,960	25,600	June 19.
185	College of New Jersey	75, 120	j4½	43,000	5,000	2,000	20,000	700,000	1,000,000	55,000	43,500	...	65,000	June 20.
186	Seton Hall College*	f400	...	d6,000	d200	...	d350	d300,000	...	...	...	0	0	June 20.
187	St. Bonaventure's College	f200	5	5,100	500	...	...	192,000	...	...	26,731	...	...	June 26.
188	St. Stephen's College	45	f225	2,400	...	...	400	143,000	0	0	...	0	...	June 20.
189	Wells College	100	7½	1,500	...	50	0	247,000	100,000	7,000	5,400	0	0	June 19.
190	Brooklyn Collegiate and Polytechnic Institute.	160	7–10	3,000	...	...	...	182,696	...	...	61,399	564	0	June 20.
191	St. Francis' College	60	5.70	...	0	0	100	60,000	0	(k)	9,500	...	...	
192	St. John's College	60	...	...	...	...	...	150,000	...	...	6,000	...	...	June.
193	Canisius College	50	c2	10,100	...	100	800	...	...	...	...	...	...	
194	St. Joseph's College	50	5	2,090	100	...	...	120,000	...	...	...	...	...	July, 1st week.
195	St. Lawrence University	30	3½	l8,346	...	103	...	39,100	82,000	5,060	900	0	0	June 27.
196	Hamilton College*	75	3–5	12,500	1,500	750	...	320,000	260,000	18,000	6,000	...	50,000	June 28.
197	Elmira Female College	c300	...	m3,000	...	...	...	140,000	100,000	7,000	c22,000	...	...	June 13.
198	St. John's College	60	7	...	...	...	3,500	...	...	...	...	0	...	June 26.
199	Hobart College	75	3–4	15,000	3,000	165	0	110,000	223,773	12,311	1,475	0	43,777	June 20.
200	Madison University	39	2–3	10,500	...	...	...	135,000	408,715	28,246	3,166	...	11,300	June 20.
201	Cornell University	75	2½–7	37,000	3,000	547	0	882,820	1,263,999	78,000	21,390	0	0	June.
202	Ingham University	30	5	3,500	...	...	...	20,000	...	...	7,500	...	...	June.
203	College of St. Francis Xavier	60	...	21,000	...	200	...	*228,000	*172,000	*18,757	*21,519	...	...	June 26.
204	College of the City of New York*	0	...	18,000	...	...	1,600	269,200	40,750	3,300	0	150,000	...	June 28.
205	Columbia College	100	...	n19,162	...	459	2,500	*750,000	...	o206,801	14,412	...	...	June 12.
206	Manhattan College*	c460	...	12,360	230	1,250	...	345,300	0	0	52,343	0	0	June 29.
207	Rutgers Female College*	200	12½	...	...	...	0	125,000	0	0	11,500	0	0	June 20.
208	University of the City of New York*	0	7	3,501	...	99	800	328,000	185,000	12,350	0	0	5,000	June 21.
209	Vassar College	100	7½	12,000	...	395	...	p682,009	287,000	20,932	43,724	0	62,000	June 26.
210	University of Rochester	75	3½–5	13,600	...	750	...	390,723	190,044	q13,323	10,675	0	48,000	July 3.
211	Union College	45	3–4	(15,000)		159	6,000	r430,000	312,000	20,000	s9,920	0	100,000	June 26.
212	Syracuse University	30–100	3–5	8,525	1,250	1,425	0	300,000	100,000	7,000	5,820	0	0	June 26.
213	University of North Carolina	60	2–3¾	6,000	2,000	75	14,000	250,000	125,800	7,540	5,180	h7,500	0	June 6.
214	Biddle University	...	...	...	...	...	...	...	...	...	...	...	...	
215	Davidson College	70	1¾–3	2,500	...	...	6,000	150,000	...	...	...	...	...	June 27.
216	Rutherford College	20, 40	2	4,000	...	...	2,000	10,000	0	0	4,000	0	0	May 24.
217	North Carolina College	30, 40	2¼	1,000	...	50	1,000	20,000	...	...	...	...	...	May 15.
218	Trinity College*	60	2½–3	1,000	300	...	11,000	45,000	8,000	...	6,500	0	0	June 14.

*From Report of the Commissioner of Education for 1876. *a* Incidental fee $5. *b* Beneficiary endowment. *c* Board and tuition. *d* From Report for 1875. *e* Total income from all sources, as taken from the Report for 1875. *f* Board, tuition, and incidentals. *g* These statistics are for all departments. *h* Income from permanent State fund. *i* Interest on proceeds United States land grant to Rutgers Scientific School (Table X). *j* Average. *k* $10,000 income from the conducting of parish schools. *l* United libraries of college and theological department. *m* In all libraries. *n* Also 12,000 in the special libraries. *o* From rents and interest on the same. *p* Including cabinet, art gallery, library, &c. *q* Total income from all sources. *r* Includes library. *s* Includes room rent and incidentals.

TABLE IX.—*Statistics of universities and colleges for 1877, &c.*—Continued.

	Name.	Annual charge to each student for tuition.	Cost of board per week.	Libraries.				Property, income, &c.						Date of next commencement.
				College library.			Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
				Number of volumes.	Number of pamphlets.	Increase in the last collegiate year in books.								
	1	39	40	41	42	43	44	45	46	47	48	49	50	51
219	Wake Forest College	$60	$2½	8,000	......	......	......	$25,000	$35,000	$2,500	$4,000	......	......	June 13.
220	Weaverville College*	37	2-2¼	......	......	......	700	12,000	0	0	2,300	$0	$0	June 20.
221	Buchtel College	40	3½	2,100	......	......	......	250,000	......	8,360	......	0	......	June 26.
222	Ohio University	a30	1¾-3	......	......	......	......	130,000	71,158	4,282	b2,442	......	......	June 19.
223	Baldwin University	13½	2.30	2,050	150	50	1,000	43,500	65,000	5,200	2,000	......	......	June 6.
224	German Wallace College	6-20	2-3½	430	0	30	395	52,243	40,000	3,722	150	0	51,574	June 6.
225	Hebrew Union College	0	5-6¼	250	43	......	......	......	......	......	......	......	60,000	June 28.
226	St. Xavier College	60	......	12,700	......	200	300	150,000	......	......	......	......	......	
227	University of Cincinnati	(c)	......	d100,906	11,310	......	......	......	......	35,000	890	e23,000	......	June.
228	Farmers' College of Hamilton County	20	2¼	2,000	......	......	......	10,000	67,000	4,200	700	......	......	June 5.
229	Ohio Wesleyan University	b29	2-3½	10,000	2,000	100	3,500	250,000	f225,000	17,000	b10,000	......	......	June 27.
230	Kenyon College	30	3½	4,500	......	......	12,000	......	100,000	7,000	450	......	......	June 27.
231	Denison University	25, 34	2	12,000	300	500	400	100,000	200,000	12,000	3,000	......	......	June 27.
232	Hiram College	21, 30	3-4	900	......	......	1,700	21,500	50,000	......	1,560	......	2,700	June 20.
233	Western Reserve College	30	2½-4½	7,500	1,000	150	5,000	100,000	200,000	17,000	694	......	......	June 26.
234	Marietta College	38	2½-3½	16,370	5,900	950	11,680	130,000	......	......	......	......	42,000	June 26.
235	Mt. Union College*	39	3	g4,168	g350	......	......	g385,473	g78,000	g10,965	g16,575	0	......	July 26.
236	Franklin College	40	1½-2¾	......	......	......	2,000	7,000	......	......	2,500	......	......	June 26.
237	Muskingum College	24, 32	2¼	......	......	......	......	......	5,000	0	......	......	......	
238	Oberlin College	9	2.80	15,000	......	......	......	400,000	120,000	8,887	3,409	......	......	June 12.
239	McCorkle College	18-30	2½-3	......	......	......	......	20,000	8,000	700	450	......	......	
240	One Study University	48	3	......	......	......	1,800	8,000	......	......	2,500	......	......	June 26.
241	Miami Valley College*	h230	......	......	......	......	......	......	(i)	......	h10,000	......	......	September 1.
242	Wittenberg College	30	2-3½	7,000	500	100	......	75,000	100,000	8,000	2,500	......	......	June 27.
243	Heidelberg College	21, 26	3¼	4,000	......	50	......	25,000	60,000	5,000	657	0	j85,000	June 20.
244	Urbana University	75	4½	5,000	......	80	......	32,000	10,000	k4,000	1,600	......	......	June 26.
245	Otterbein University	24	l2½-3½	1,300	......	100	600	75,000	90,000	5,500	2,700	0	0	May 30.

246	Geneva College	24, 27	3	4, 500	....	....	....	20, 000	24, 000	1, 200	3, 000	....	....	May.
247	Willoughby College	30	3	....	....	....	....	20, 000	....	....	....	....	....	June 21.
248	Wilmington College	39	3–4	1, 000	....	....	....	50, 000	6, 000	500	....	....	....	June 21.
249	University of Wooster*	45	4	6, 000	500	1, 000	....	150, 000	150, 000	9, 000	7, 500	....	20, 000	June 20.
250	Wilberforce University	14¼–20¼	1½	3, 000	50	25	....	50, 000	12, 300	984	1, 081	....	....	June 20.
251	Xenia College*	36	*l*4–10	300	....	....	....	20, 000	....	....	1, 800	....	....	June 20.
252	Antioch College	37½	3	5, 000	....	75	....	150, 000	....	....	2, 363	0	0	June 19.
253	Corvallis College	18–45	3–4	200	100	25	75	12, 000	0	0	1, 500	*m*5, 000	....	May.
254	University of Oregon*	40	4	0	0	0	0	60, 000	75, 000	7, 500	1, 500	0	0	July 20.
255	McMinnville College	....	....	....	....	....	....	....	....	....	....	....	....	
256	Christian College	30, 40	3–4	300	100	30	....	40, 000	12, 000	1, 400	800	....	20, 000	June 12.
257	Philomath College	27	2½	600	100	....	300	30, 000	14, 782	....	....	0	....	June 19.
258	Willamette University	62	4	2, 000	....	....	1, 500	121, 000	20, 000	2, 000	4, 238	0	20, 000	June 12.
259	Muhlenberg College	40, 50	3	3, 000	....	150	3, 200	130, 000	60, 000	....	....	0	30, 000	June 28.
260	Lebanon Valley College	40	4	1, 196	20	50	....	50, 000	22, 000	1, 300	3, 154	....	....	June 14.
261	Dickinson College	6¼	2½–4	7, 860	....	100	20, 052	254, 000	170, 000	11, 000	0	0	....	June 27.
262	Pennsylvania Military Academy	*n*500	....	....	....	....	....	....	....	....	....	....	....	June 13.
263	Lafayette College	45	2. 90	16, 364	1, 000	364	4, 800	584, 000	....	21, 564	6, 595	0	....	June 26.
264	Ursinus College	40, 48	3½	4, 000	....	....	....	35, 000	....	....	2, 100	....	....	
265	Pennsylvania College	50	3¼	8, 000	....	360	12, 160	100, 000	133, 000	7, 500	5, 400	....	....	June 27.
266	Thiel College	40	2	4, 000	200	....	600	48, 000	....	2, 095	2, 734	....	2, 000	June 20.
267	Haverford College	*h*425	....	7, 400	550	250	3, 800	352, 000	120, 000	6, 386	*h*15, 968	0	15, 000	June 26.
268	Monongahela College	23, 32	3–3½	175	25	10	....	32, 000	30, 000	1, 800	1, 200	....	....	July 24.
269	Franklin and Marshall College	39	4	10, 000	2, 000	....	12, 000	150, 000	130, 000	8, 000	1, 700	....	....	June 20.
270	St. Vincent's College*	*h*180	....	14, 000	0	500	2, 500	104, 000	0	0	....	0	0	June 27.
271	University at Lewisburg*	36	2–4	5, 355	3, 135	100	1, 184	162, 000	130, 000	8, 775	4, 000	0	0	June 27.
272	St. Francis College	*h*200	....	2, 000	100	50	2, 500	150, 000	....	....	....	0	0	
273	Allegheny College	*o*0	....	12, 500	1, 000	3, 000	2, 500	300, 000	200, 000	12, 000	*p*4, 500	0	75, 000	June 27.
274	Mercersburg College	*q*205	....	(4, 500)		350	3, 500	60, 000	18, 000	1, 000	....	0	0	June 26.
275	Palatinate College*	32–40	....	....	25	....	925	30, 500	....	....	4, 500	....	....	
276	New Castle College	40	2–4	400	200	....	....	....	....	....	....	....	....	June 19.
277	Westminster College	....	2½–5	3, 000	....	....	700	25, 000	85, 000	6, 000	....	....	....	June 19.
278	St. Joseph's College	....	....	3, 000	700	200	1, 000	180, 000	0	0	0	0	0	August.
279	University of Pennsylvania	150	....	18, 000	1, 500	....	1, 500	....	....	....	....	....	....	June 14.
280	Western University of Pennsylvania	72, 100	4–7	5, 250	150	24	300	250, 000	225, 000	13, 250	18, 500	0	0	June 27.
281	Lehigh University	0	3½–5	5, 500	....	4, 000	....	600, 000	....	....	0	....	....	June 20.
282	Swarthmore College	*h*350	....	2, 890	....	223	785	500, 000	*r*75, 000	4, 500	71, 179	0	....	June 18.
283	Augustinian College of St. Thomas of Villanova.	*h*300	....	....	....	....	....	....	....	....	....	....	....	June 26.
284	Washington and Jefferson College	8	3	....	....	....	....	150, 000	165, 000	11, 200	....	....	....	
285	Waynesburg College*	16	3¾	400	150	....	300	8, 000	30, 000	2, 500	1, 000	....	....	August 22.
286	Brown University	100	4	50, 000	10, 000	459	....	....	632, 527	40, 364	27, 881	....	64, 225	June 19.
287	College of Charleston	40	5–10	8, 000	....	....	....	75, 000	166, 000	15, 000	1, 000	....	30, 000	March 26.
288	University of South Carolina*	0	2–3¼	28, 000	6, 000	....	2, 000	500, 000	0	*s*1, 200	0	42, 100	*t*15, 000	December.
289	Erskine College	20	3	1, 000	1, 500	50	5, 000	50, 000	80, 000	4, 500	....	0	....	July 5.
290	Furman University*	0	*u*3½–4½	2, 000	500	....	700	75, 000	200, 000	14, 000	....	0	10, 000	June 20.
291	Newberry College	50	3	4, 000	1, 500	....	....	22, 000	....	....	....	....	....	June 27.

* From Report of the Commissioner of Education for 1876. *a* Free to one student from each county. *b* Includes contingent fees. *c* Free to residents; $60 for non-residents. *d* This is a public library, but is also the university library. *e* From city appropriation. *f* Also $175,000 not yet productive. *g* From Report for 1875. *h* Board and tuition. *i* A farm of 67 acres and Mechanics' Hall. *j* Not all productive at present. *k* Includes special funds. *l* Board and room. *m* To Agricultural College. *n* Includes board, tuition, and incidental expenses. *o* $30 contingent fee. *p* From contingent fees. *q* Includes board, room-rent, and fuel. *r* The income to be used in aiding students. *s* Rents from lands. *t* Paid by State. *u* Including fuel, lights, and washing.

TABLE IX.—*Statistics of universities and colleges for 1877, &c.*—Continued.

	Name.	Annual charge to each student for tuition.	Cost of board per week.	Libraries.				Property, income, &c.						Date of next commencement.
				College library.			Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	Aggregate amount of scholarship funds.	
				Number of volumes.	Number of pamphlets.	Increase in the last collegiate year in books.								
	1	39	40	41	42	43	44	45	46	47	48	49	50	51
292	Wofford College	$44, 64	$3–4						$40, 000	$4, 500	$3, 000	$0	$0	June 12.
293	East Tennessee Wesleyan University.	24–36	1–2½	2, 000			500	$10, 000						June 5.
294	Beech Grove College	50	2½					3, 500						June 21.
295	Bradyville College													
296	King College	40, 50	3					12, 500	20, 000	1, 200	1, 800	0		
297	Southwestern Presbyterian University.*	70	4½	1, 000			2, 000	75, 000	100, 000	6, 000	4, 000	0	0	June 7.
298	Hiwassee College	25–40	2½	1, 627				15, 000						May 30.
299	Southwestern Baptist University	50–60	2½–3½					50, 000	44, 000	2, 500	4, 000			June 6.
300	East Tennessee University	30, 36	2½	2, 325	75	563	1, 600	135, 000	*a*405, 000	23, 910	2, 003		0	June 19.
301	Cumberland University	65	4	4, 000			3, 000	50, 000			6, 000			June 6.
302	Bethel College	16–50	2–2½	335			200	15, 000			2, 500			June 4–7.
303	Manchester College	40	3					4, 000			600			July 29.
304	Maryville College	20	1–2	2, 500	500			60, 000	13, 300	798	2, 000			May 30.
305	Christian Brothers' College	52–72		2, 000	250									
306	Mosheim Institute	15–30	2	0	0	0	100	2, 500						May 24.
307	Mossy Creek Baptist College	40	1¾	500	700		200	50, 000			2, 500			June 1.
308	Central Tennessee College	9	1½	1, 250	350	125	150	60, 000	10, 000	350	949	0	0	May 16.
309	Fisk University	11	2½	1, 500				*175, 000	0	0		0	0	May 23.
310	Vanderbilt University	*b*65	4–5	7, 000	500			450, 000	600, 000	42, 000			25, 000	May 31.
311	University of the South	100	4	6, 000	1, 000			150, 000			14, 500			August 1.
312	Greeneville and Tusculum College	8–30	2–2¼	2, 000	1, 000	40	2, 000	10, 000	1, 000	60	650	0	12, 670	April 19.
313	Woodbury College	16–40	2–2½	0	0			10, 000					0	
314	Texas Military Institute	75	5	1, 200	300	50	250	75, 000	0	0	7, 500	0	0	June 12.
315	St. Joseph's College		5	300				20, 000			1, 200			September 1.
316	Southwestern University	60	3¾	800	300		175				3, 200			June 11.

317	Henderson Male and Female College.	50	2	300	....	....	....	10, 000	....	....	5, 000	....	....	June 20.
318	Austin College	50	4	3, 000	1, 000	30	300	7, 000	18, 000	1, 500	1, 000	0	....	June 20.
319	Baylor University	50	2½	1, 350	400	25	200	75, 000	35, 000	500	2, 000	0	0	June 14.
320	Mansfield Male and Female College.	20–60	*c*100	3, 000	....	1, 000	....	25, 000	0	0	6, 000	....	....	September 2.
321	Salado College	20–50	3	....	....	....	....	20, 000	....	....	3, 000	....	....	June 28.
322	Trinity University	40–60	2¾–3½	....	....	....	2, 000	75, 000	10, 000	0	....	0	....	June 13.
323	Waco University	15–25	4	2, 035	75	45	1, 600	35, 000	2, 000	200	6, 000	0	0	June 14.
324	University of Vermont and State Agricultural College.	45	3–4	18, 500	6, 000	1, 673	(*d*)	244, 100	29, 250	2, 413	4, 590	0	12, 000	June 26.
325	Middlebury College	45	3½	12, 200	....	55	....	125, 000	176, 000	12, 000	600	0	....	July 3.
326	Norwich University	*e*300	....	4, 000	....	....	....	....	....	....	....	....	....	June 26.
327	Randolph Macon College	90	2½	3, 000	....	50	6, 000	25, 000	19, 700	1, 182	10, 800	....	....	June 20.
328	Hampden Sidney College	60	3–4	2, 000	300	50	5, 000	50, 000	85, 000	5, 200	1, 000	....	75, 000	June 13.
329	Washington and Lee University*	100	....	11, 000	2, 000	100	5, 000	150, 000	125, 000	8, 750	4, 997	0	....	June 27.
330	Richmond College	60–80	2–3¼	5, 100	....	....	2, 000	150, 000	100, 000	7, 000	6, 500	0	4, 000	June 20.
331	Roanoke College*	50	2½–4½	10, 500	2, 500	300	1, 000	75, 000	0	0	8, 000	0	0	June 20.
332	University of Virginia	75–110	2½–5	(37, 000)		....	....	900, 562	....	....	18, 604	30, 000	....	June 27.
333	College of William and Mary	40	2–5	5, 000	....	100	200	75, 000	35, 000	2, 090	....	....	15, 000	July 4.
334	Bethany College*	*f*40	2–3¾	2, 000	....	....	3, 000	150, 000	37, 000	3, 300	3, 000	0	....	June 21.
335	West Virginia College	24, 40	2	590	36	10	....	15, 000	0	0	496	0	0	July 11.
336	West Virginia University	18	2¼–3½	5, 500	500	300	500	125, 000	110, 000	6, 500	1, 000	12, 000	....	June 27.
337	Lawrence University	*b*25½–37½	*g*3–4	8, 400	1, 112	100	300	40, 000	65, 000	3, 000	*b*2, 700	....	....	June 26.
338	Beloit College	26, 36	2	9, 000	2, 000	405	1, 000	91, 600	120, 000	10, 500	5, 000	....	7, 500	July 3.
339	Galesville University*	27	3	4, 000	500	80	....	20, 000	15, 000	1, 200	1, 300	0	0	June 28.
340	University of Wisconsin	0	2–3½	8, 112	....	850	500	350, 000	465, 000	32, 500	0	*h*42, 360	....	June 19.
341	Milton College	24–33	2½–3	900	400	....	600	41, 650	5, 000	250	3, 807	0	0	July 3.
342	St. John's College*	40	....	3, 500	....	500	3, 000	80, 000	....	....	10, 000	....	....	June 28.
343	Racine College	*e*427	....	1, 814	....	....	....	175, 000	....	....	*i*48, 085	....	....	June 26.
344	Ripon College	21–24	2½	4, 000	1, 000	50	600	65, 000	55, 000	7, 317	2, 730	0	0	June 26.
345	Northwestern University*	32	3	2, 000	....	100	50	50, 000	....	....	2, 300	....	....	June 27.
346	Georgetown College	60	6	28, 000	3, 000	250	3, 000	....	0	0	9, 500	0	4, 600	June 27.
347	Columbian University	60	....	6, 000	....	1, 000	....	360, 000	100, 000	....	....	....	....	June 12.
348	Howard University	12	2. 10	7, 000	3, 000	....	....	400, 000	40, 000	4, 319	*j*736	0	....	May.
349	National Deaf-Mute College	*k*150	....	3, 000	....	....	....	(*l*)	0	0	(*l*)	(*l*)	(*l*)	June 19.
350	University of Deseret	40	4	2, 597	....	....	....	....	....	....	2, 500	5, 000	....	June 7.
351	Holy Angels' College	24	15	500	420	50	....	....	....	....	....	0	....	June.

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* From Report of the Commissioner of Education for 1876.
a Invested in Tennessee State bonds.
b Includes incidental fees.
c Board and lodging per annum.
d Included in college library.
e For all expenses.
f Tuition free to ministers' sons and to young men preparing for the ministry.
g Includes room rent.
h From State tax.
i From board, tuition, and incidental fees.
j From academic department.
k Board and tuition.
l See Columbia Institution for Deaf and Dumb, Table XIX.

TABLE IX.—*Memoranda.*

Name.	Location.	Remarks.
North Western Christian University	Irvington, Ind	Name changed to Butler University.
Warren College	Bowling Green, Ky	Closed.
St. Clement's Hall	Ellicott City, Md	Closed.
Hamline University	Near Minneapolis, Minn.	Suspended.
Hannibal College	Hannibal, Mo	Closed.
Wilson College	Wilson, N. C	See Wilson Collegiate Institute, Table VI.
Newberry College	Walhalla, S. C	Removed to Newberry.
McKenzie College	McKenzie, Tenn	See Table VII.

Colleges from which no information has been received.

Name.	Location.	Name.	Location.
La Grange College	La Grange, Ala.	St. Louis College	New York, N. Y. (228–232 W. 42d st.).
Christian College of the State of California.	Santa Rosa, Cal.	Capital University	Columbus, Ohio.
St. Bonaventure's College	Terre Haute, Ind.	Ohio Central College	Iberia, Ohio.
Kentucky Wesleyan University.	Millersburg, Ky.	Richmond College	Richmond, Ohio.
Central University	Richmond, Ky.	Pacific University and Tualatin Academy.	Forest Grove, Oreg.
College of the Immaculate Conception.	New Orleans, La.	Lincoln University	Chester County, Pa.
New Orleans University	New Orleans, La.	La Salle College	Philadelphia, Pa.
Mt. St. Mary's College	Emmittsburg, Md.	Burritt College	Spencer, Tenn.
Jefferson College	Washington, Miss.	University of St. Mary	Galveston, Tex.
Christian University	Canton, Mo.	Marvin College	Waxahachie, Tex.
Westminster College	Fulton, Mo.	Emory and Henry College.	Emory, Va.
Thayer College	Kidder, Mo.	Pio Nono College and Teachers' Seminary.	St. Francis Station, Wis.
Alfred University	Alfred, N. Y.	Gonzaga College	Washington, D. C.
Martin Luther College	Buffalo, N. Y.		

TABLE X.—PART 1.—*Statistics of schools of science (mining, engineering, agriculture, &c.) endowed with the national land grant, for 1877; from replies to inquiries by the United States Bureau of Education.*

	Name.	Location.	Date of charter.	Date of organization.	President.	Preparatory department.			Scientific department.												
						Instructors.	Students.		Corps of instruction.		Students.										
							Male.	Female.	Resident professors and instructors.	Non-resident professors and lecturers.	Total number in regular course.	First year.		Second year.		Third year.		Fourth year.		Number in partial course.	Number of graduate students.
												Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	State Agricultural and Mechanical College.	Auburn, Ala	1872	1872	Rev. Isaac T. Tichenor, D. D.	1	53	....	7	0	120	55	....	43	....	14	....	8	....	47	....
2	Arkansas Industrial University	Fayetteville, Ark.	1871	1871	Gen. D. H. Hill	3	100	60	12	0	84	30	15	16	5	12	1	3	2	3	3
3	Agricultural, Mining, and Mechanical Arts College* (University of California).	Oakland, Cal	1868	1868	John Le Conte, M. D	0	0	0	31	2	126	46	0	48	0	17	0	15	0	13	3
4	Colorado	——, Colo	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
5	Sheffield Scientific School of Yale College.*	New Haven, Conn.	1701	1846	Rev. Noah Porter, D. D., LL. D	0	0	0	32	0	188	73	....	63	....	52	....	....	....	12	30
6	Agricultural Department of Delaware College.	Newark, Del	1867	1870	William H. Purnell, A. M., LL.D.	(a)	(a)	(a)	(a)	(a)	(a)	....	....	....	....	....	....	....	....	....	....
7	State Agricultural College b	Eau Gallie, Fla	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
8	Georgia State College of Agriculture and Mechanic Arts (University of Georgia).	Athens, Ga	1872	1872	L. H. Charbonnier, A. M	....	....	....	9	......	61	16	....	20	....	15	....	10	....	....	....
9	North Georgia Agricultural College (University of Georgia).	Dahlonega, Ga	1871	1873	Hon. David W. Lewis	5	165	34	6	2	137	42	11	35	6	28	3	11	1	....	....
10	Illinois Industrial University	Urbana, Ill	1867	1868	J. M. Gregory, LL. D.	1	107	14	24	0	227	69	20	44	8	31	11	34	10	0	6
11	Purdue University*	La Fayette, Ind	1869	1874	Emerson E. White, A. M., LL.D.	....	40	9	7	0	16	8	0	6	0	1	0	1	0	1	1
12	Iowa State Agricultural College*	Ames, Iowa	1858	1869	A. S. Welch, LL.D.	0	0	0	16	0	273	107	47	42	17	32	8	16	4	29	....
13	Kansas State Agricultural College.	Manhattan, Kans	1863	1863	John A. Anderson	....	....	....	11	1	140	22	18	52	22	6	8	10	2	....	....

* From Report of the Commissioner of Education for 1876.

a Reported with classical department (see Table IX).

b Not yet organized.

TABLE X.—PART 1.—*Statistics of schools of science (mining, engineering, agriculture, &c.) endowed with the national land grant, for 1877*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	President.	Preparatory department.			Scientific department.												
						Instructors.	Students.		Corps of instruction.		Students.										
							Male.	Female.	Resident professors and instructors.	Non-resident professors and lecturers.	Total number in regular course.	First year.		Second year.		Third year.		Fourth year.		Number in partial course.	Number of graduate students.
												Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
14	Agricultural and Mechanical College of Kentucky (Kentucky University).	Lexington, Ky....	1865	1866	J. B. Bowman, LL.D. (regent), J. K. Patterson, PH. D. (presiding officer).	3	....	....	8	......	110	....	....	....	....	....	....	....	....	....	....
15	Maine State College of Agriculture and Mechanic Arts.	Orono, Me	1865	1868	Rev. Charles F. Allen, D. D..	....	....	....	8	......	104	27	7	27	3	25	3	11	1	10	4
16	United States Naval Academy ...	Annapolis, Md....	0	1845	Rear-Admiral C. R. P. Rodgers, U. S. N. (superintendent).	0	0	0	67	0	360	150	0	92	0	68	0	50	0	0	0
17	Maryland Agricultural College ..	College Station, Md	1856	1859	William H. Parker..........	0	13	0	6	0	41	0	0	0	0	11	0	30	0	5	0
18	Massachusetts Agricultural College.	Amherst, Mass ...	1863	1867	William S. Clark, PH. D., LL.D	0	0	0	9	3	69	23	....	16	....	10	....	20	....	....	3
19	Massachusetts Institute of Technology.	Boston, Mass	1861	1865	John D. Runkle, PH. D., LL.D	*a*6	*a*45	*a*0	35	0	*b*275	65	0	26	0	44	0	27	0	59	9
20	Michigan State Agricultural College.	Lansing, Mich	......	1857	T. C. Abbot, LL.D...........	0	0	0	8	0	141	56	2	38	0	30	0	15	0	12	1
21	Colleges of Agriculture and of Mechanic Arts (University of Minnesota).	Minneapolis, Minn	1868	1867	William Watts Folwell, A. M.	....	....	....	......	......	4	(*c*)	....	(*c*)	....	....	....	....	....	....	....
22	School of Agriculture and Mechanic Arts (University of Mississippi).	Oxford, Miss......	1844	1848	Alexander P. Stewart (chancellor).	(*d*)	(*d*)	....	(*d*)	0	(*d*)	....	....	....	....	....	....	....	....	....	....
23	Agricultural and Mechanical Department of Alcorn University.	Rodney, Miss.....	1871	1872	Rev. Hiram R. Revels, D. D.	2	17	....	(*d*)	0	0	....	....	....	....	....	....	....	....	0	0
24	Missouri Agricultural and Mechanical College (University of Missouri).	Columbia, Mo.....	1870	1870	G. C. Swallow, LL.D. (dean) .	2	0	0	......	......	32	30	0	2	0	0	0	0	0	....	0

25	Missouri School of Mines and Metallurgy (University of Missouri).	Rolla, Mo	1870	1871	R. W. Douthat, A. M., PH. D. (secretary).	1	10	16	3	......	10	4	....	2	....	4	....	....	....	1	1
26	The Industrial College of the University of Nebraska.*	Lincoln, Nebr	1871	1871	Rev. E. B. Fairfield, D. D., LL. D.	0	0	0	5	0	13	9	....	2	....	1	....	1	....	....	....
27	College of Agriculture (University of Nevada).	Elko, Nev	......	1874	D. R. Sessions	....	....	....	....	......	....	....	....	....	....	....	....	....	....	....	....
28	New Hampshire College of Agriculture and the Mechanic Arts* (Dartmouth College).	Hanover, N. H	1866	1866	Rev. Samuel C. Bartlett, D. D	....	....	....	12	......	24	8	....	3	....	13	....	....	....	....	....
29	Rutgers Scientific School (Rutgers College).	New Brunswick, N. J.	......	1865	Rev. William D. Campbell, D. D., LL.D.	0	0	0	11	0	41	12	....	12	....	9	....	8	....	5	0
30	Colleges of Agriculture, Architecture, Chemistry, Mechanic Arts, &c.* (Cornell University).	Ithaca, N. Y	1865	1868	Hon. A. D. White, LL.D	0	0	0	40	2	201	68	4	48	2	40	0	39	0	10	14
31	United States Military Academy.	West Point, N. Y	......	1802	Maj. Gen. John M. Schofield, U. S. A. (superintendent).	....	....	....	47	0	264	86	....	65	....	65	....	48	....	....	....
32	Agricultural and Mechanical College (University of North Carolina).	Chapel Hill, N. C	1789	1875	Hon. Kemp P. Battle	0	0	0	11	1	75	38	....	15	....	12	....	10	....	....	1
33	Ohio Agricultural and Mechanical College.*	Columbus, Ohio	1870	1870	Edward Orton, PH. D	0	0	0	12	0	49	20	1	16	2	7	....	3	....	100	0
34	Corvallis State Agricultural College.	Corvallis, Oreg	......	1868	B. L. Arnold	....	....	....	4	......	49	....	....	....	....	....	....	....	....	....	....
35	Pennsylvania State College	State College, Pa	1854	1859	Rev. James Calder, D. D	3	71	22	11	......	57	20	2	12	4	12	....	6	1	....	2
36	Agricultural and Scientific Department of Brown University.	Providence, R. I	......	1869	Rev. E. G. Robinson, D. D., LL. D.	....	....	....	(*e*)	0	43	14	....	10	....	11	....	8	....	....	....
37	South Carolina Agricultural College and Mechanics' Institute (Claflin University).	Orangeburg, S. C	1872	1874	Rev. Edward Cooke, M. A., D. D.	(*f*)	(*f*)	(*f*)	3	......	37	20	10	5	2	....	....	....	....	....	....
38	Tennessee Agricultural College (East Tennessee University.)	Knoxville, Tenn	1869	1869	Rev. Thomas W. Humes, S. T. D.	(*d*)	(*d*)	....	(*d*)	0	(*d*)	....	....	....	....	....	....	....	....	....	(*d*)
39	State Agricultural and Mechanical College of Texas.	College Station, Tex.	1871	1876	Thomas S. Gathright	....	....	....	......	......	331	....	....	....	....	....	....	....	....	....	....
40	University of Vermont and State Agricultural College.	Burlington, Vt	1865	1865	Rev. M. H. Buckham, D. D	0	0	0	8	1	15	6	0	4	0	2	2	1	0	4	0
41	Virginia Agricultural and Mechanical College.	Blacksburg, Va	1872	1872	C. L. C. Minor, M. A., LL.D	1	....	....	8	0	224	....	....	....	....	....	....	....	....	....	0
42	Hampton Normal and Agricultural Institute.	Hampton, Va	1870	1868	S. C. Armstrong (principal).	3	(*g*)	(*g*)	(*g*)	0	(*g*)	....	....	....	....	....	....	....	....	0	1
43	Agricultural department of West Virginia University.	Morgantown, W. Va.	1866	1867	Rev. J. R. Thompson, M. A	3	50	....	10	......	44	20	....	16	....	2	....	6	....	....	....
44	Departments of Civil and Mechanical Engineering, and Military Science (University of Wisconsin).	Madison, Wis	1838	1850	John Bascom, LL.D	....	....	....	......	......	*h*9	....	....	*h*6	....	*h*2	....	*h*1	....	....	....

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* From Report of the Commissioner of Education for 1876. *a* Mechanic arts department. *b* Number of students in all departments. *c* Students in these classes pursue the scientific course of the collegiate department up to the beginning of the junior year. *d* Reported with classical department (see Table IX). *e* One professorship of agriculture, with instruction in "mechanic arts" from other professors. *f* See Table VII. *g* See Table III. *h* Students in civil or mechanical engineering, or in both branches.

TABLE X.—PART 1.—*Statistics of schools of science (mining, engineering, agriculture, &c.) endowed with the national land grant, for 1877*—Continued.

	Name.	Number of State scholarships.	Number of other free scholarships.	Number of years in full course of study.	Number of weeks in scholastic year.	Annual charge to each student for tuition.	Libraries.				Property, income, &c.					Date of next commencement.
							General library.			Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	
							Number of volumes.	No. of pamphlets.	Increase in the last school year in books.							
	1	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
1	State Agricultural and Mechanical College	....	(*a*)	4	39	$0	2, 220	250	250	2, 500	$100, 000	$259, 300	$20, 744	$750	$0	June 26.
2	Arkansas Industrial University	100	0	4	42	30, 45	500	500	300	......	170, 000	130, 000	10, 400	2, 000	5, 000	June 14.
3	Agricultural, Mining, and Mechanical Arts College* (University of California).	0	0	4	38	0	(*b*)	(*b*)	(*b*)	(*b*)	(*b*)	(*b*)	....	....	*c*40, 000	June 6.
4	Colorado	....	......	......	......	......	....	......	......	......	....	....	....	....	....	
5	Sheffield Scientific School of Yale College*	27	1	3	37	150	5, 000	......	......	......	....	*d*280, 123	*d*17, 000	....	....	June 26.
6	Agricultural Department of Delaware College	....	......	......	......	......	(*b*)	(*b*)	(*b*)	(*b*)	(*b*)	(*b*)	(*b*)	(*b*)	....	
7	State Agricultural College *e*	....	......	......	......	......	....	......	......	......	16, 000	....	....	....	....	
8	Georgia State College of Agriculture and Mechanic Arts (University of Georgia).	250	20	4	43	40	*f*14, 000	......	(*g*)	8, 000	40, 000	243, 000	17, 010	40	*h*10, 000	August 7.
9	North Georgia Agricultural College (University of Georgia).	....	(*a*)	5	40	0	....	......	......	......	70, 000	15, 000	1, 240	*i*0	1, 500	July 1.
10	Illinois Industrial University	0	0	4	36	0	11, 049	2, 200	449	......	359, 411	319, 000	29, 460	*j*2, 751	35, 444	June 5.
11	Purdue University*	0	0	4	38	*k*0	1, 050	500	500	0	239, 695	310, 000	20, 313	0	11, 000	June 14.
12	Iowa State Agricultural College*	0	0	4	37	0	4, 500	700	......	0	485, 202	500, 000	40, 000	0	23, 000	Nov. 14.
13	Kansas State Agricultural College	0	0	4	38	0	2, 000	1, 200	35	200	131, 791	238, 101	20, 491	0	12, 500	May.
14	Agricultural and Mechanical College of Kentucky (Kentucky University).	300	......	4	40	*l*25	....	......	......	......	150, 000	165, 000	9, 900	1, 500	0	June 13.
15	Maine State College of Agriculture and Mechanic Arts.	....	......	4	36	*l*24	3, 648	648	1, 007	......	145, 000	135, 000	8, 000	0	15, 218	June 26.
16	United States Naval Academy	0	0	*m*6	38	0	19, 247	747	900	0	3,000,000	0	0	0	0	June 20.
17	Maryland Agricultural College	....	0	4	40	*l*50	1, 500	......	0	1, 500	100, 000	....	6, 900	*n*10, 665	6, 000	June 25.
18	Massachusetts Agricultural College	11	5	4	39	75	1, 500	......	......	......	225, 000	240, 000	15, 500	5, 000	5, 000	June 19.
19	Massachusetts Institute of Technology	0	4	4	36	125, 200	5, 000	......	100	......	700, 000	150, 000	25, 000	42, 000	0	
20	Michigan State Agricultural College	0	0	4	36	0	4, 306	......	231	......	*195, 803	237, 175	16, 000	0	36, 837	Nov. 19.
21	Colleges of Agriculture and of Mechanic Arts (University of Minnesota).	0	0	4	38	*o*5	(*b*)	......	......	......	(*b*)	(*b*)	(*b*)	0	(*b*)	June 6.

22	School of Agriculture and Mechanic Arts (University of Mississippi).	0	0	4	39	0	(b)	------	------	------	(b)	---------	---------	0	p30,000	June 27.
23	Agricultural and Mechanical Department of Alcorn University.	0	0	4	39	0	52	------	2	0	28,905	94,646	5,679	0	---------	June 19.
24	Missouri Agricultural and Mechanical College (University of Missouri).	0	0	6	40	20	(b)	------	------	------	(b)	---------	(b)	(b)	---------	
25	Missouri School of Mines and Metallurgy (University of Missouri).	0	0	3	40	20	1,678	800	------	------	45,960	---------	1,250	375	7,500	June 13.
26	The Industrial College of the University of Nebraska.*	----	------	4	37	--------	200	50	20	0	20,000	0	0	---------	---------	June 27.
27	College of Agriculture (University of Nevada)	----	------	------	------	------	------	------	------	------	------	---------	---------	---------	---------	
28	New Hampshire College of Agriculture and the Mechanic Arts* (Dartmouth College).	12	23	3	30	30	1,200	350	------	200	120,000	80,000	4,800	150	900	May 2.
29	Rutgers Scientific School (Rutgers College)	40	0	4	36	l75	(b)	(b)	------	(b)	(b)	*116,000	q6,960	1,200	0	June 19.
30	Colleges of Agriculture, Architecture, Chemistry, Mechanic Arts, &c.* (Cornell University).	(b)	0	4	37	75	(b)	(b)	------	------	(b)	(b)	(b)	(b)	(b)	June 21.
31	United States Military Academy	----	------	4	------	------	26,735	2,000	310	------	--------	---------	---------	---------	r286,604	July 1.
32	Agricultural and Mechanical College (University of North Carolina).	s93	------	4	40	60	(b)	(b)	(b)	------	(b)	125,000	7,500	2,075	---------	June 6.
33	Ohio Agricultural and Mechanical College*	----	------	4, 6	37	0	1,000	------	100	------	500,000	500,000	30,000	0	0	June 20.
34	Corvallis State Agricultural College	60	------	6	40	------	------	------	------	------	5,000	---------	---------	---------	5,000	June 5.
35	Pennsylvania State College	----	------	4	40	0	1,950	------	50	2,000	500,000	500,000	30,000	---------	---------	June 27.
36	Agricultural and Scientific Department of Brown University.	(t)	------	4	38	------	------	------	------	------	---------	*50,000	*3,000	---------	---------	June 19.
37	South Carolina Agricultural College and Mechanics' Institute (Claflin University.)	----	------	4	33	0	1,200	616	400	------	10,000	191,800	7,500	---------	---------	June 12.
38	Tennessee Agricultural College (East Tennessee University).	(b)	------	4	40	30, 36	---------	------	------	(b)	(b)	(b)	(b)	(b)	0	June 19.
39	State Agricultural and Mechanical College of Texas	----	------	------	40	20	---------	------	------	------	200,000	196,000	14,955	---------	---------	June.
40	University of Vermont and State Agricultural College.	0	(b)	4	38	45	(b)	(b)	(b)	------	(b)	(b)	(b)	585	0	June 26.
41	Virginia Agricultural and Mechanical College	200	0	3	42	30	600	------	------	300	103,050	190,000	20,629	520	16,250	August 14.
42	Hampton Normal and Agricultural Institute	0	------	4	38	0	2,184	58	339	0	200,000	116,750	13,639	0	0	May 23.
43	Agricultural Department of West Virginia University.	36	------	4	41	10	7,000	------	500	500	250,000	110,000	6,600	1,500	7,500	June 28.
44	Departments of Civil and Mechanical Engineering and Military Science (University of Wisconsin).	----	------	3	38	(l)	7,000	------	------	------	---------	---------	---------	---------	---------	June 19.

* From Report of the Commissioner of Education for 1876.
a All are free.
b Reported with classical department (see Table IX).
c For a building for the mining and metallurgical departments.
d From Report for 1875.
e Not yet organized.
f Including the library of the university.
g The library is increased every year by means of a fee of $5 required of each student at matriculation; for 1877, the sum of $350 was devoted to this purpose.
h For the purchase of models and apparatus for the departments of natural philosophy, astronomy, chemistry, and engineering.
i Entrance fees about $300.
j From preparatory department only.
k $15 for entrance fees and incidental charges.
l State students free.
m 4 at the academy, 2 at sea.
n From all fees.
o Annual incidental fee.
p This includes $5,000 income from agricultural fund, and is identical with the amount of State appropriation reported with classical department (Table IX).
q Income from permanent State fund.
r Congressional appropriation.
s 16 are in the university.
t The income of $50,000, which has accrued from the national grant, at $100 a scholarship annually.

TABLE X.—PART 2.—*Statistics of schools and of collegiate departments of science (mining, engineering, &c.) not endowed with the national land grant, for 1877; from replies to inquiries by the United States Bureau of Education.*

	Name.	Location.	Date of charter.	Date of organization.	President.	Preparatory department.			Scientific department.													
							Students.		Corps of instruction.		Students.											
												First year.		Second year.		Third year.		Fourth year.			
						Instructors.	Male.	Female.	Resident professors and instructors.	Non-resident professors and lecturers.	Total number in regular course.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Number in partial course.	Number of graduate students.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	School of Practical Civil, Mining, and Mechanical Engineering, Surveying, and Drawing.	San Francisco, Cal. (24 Post street).	0	1862	A. Van der Naillen	....	....	....	(4)		60	....	....	....	....	....	....	....	....	....	....
2	Agricultural College of Colorado *a*	Fort Collins, Colo.	......	......	W. F. Watrous (president State board of agriculture).	....	....	....	......	......	....	....	....	....	....	....	....	....	....	....	....
3	State School of Mines	Golden, Colo	1872	1873	Hon. William A. H. Loveland.	....	14	....	3	1	14	10	....	4	....	0	0	0	0	2	0
4	Rose Polytechnic Institute *a*	Terre Haute, Ind.	1874	0	William K. Edwards (secretary).	0	0	0	0	0	0	....	....	....	....	....	....	....	....	0	0
5	Polytechnic Institute	New Orleans, La.	......	......	F. C. Vogt, PH. D.	....	....	....	......	......	....	....	....	....	....	....	....	....	....	....	....
6	College of Agriculture (Boston University). *b*	Boston, Mass	......	......		....	....	....	......	......	20	....	....	....	....	....	....	....	....	....	....
7	School of all Sciences (Boston University). *c*	Boston, Mass. (20 Beacon street).	1869	1874	John W. Lindsay, S. T. D. (acting dean).	....	....	....	......	......	11	....	....	....	....	....	....	....	....	....	....
8	Lawrence Scientific School (Harvard University).	Cambridge, Mass	1642	1848	Henry L. Eustis, A. M. (dean).	0	0	0	26	......	15	3	....	3	....	9	....	....	....	7	....
9	Bussey Institution (Harvard University).	Jamaica Plain, Mass.	......	1871	Francis H. Storer, A. M. (dean).	....	....	....	4	2	7	....	....	....	....	....	....	....	....	....	....
10	Worcester Free Institute of Industrial Science.	Worcester, Mass.	1865	1868	Charles O. Thompson, A. M. (principal).	....	....	....	11	1	*d*87	27	....	24	....	19	....	....	....	2	....
11	Polytechnic School of Washington University.	St. Louis, Mo	1853	1857	C. M. Woodward, A. M. (dean).	0	....	....	13	0	37	18	....	5	1	8	0	5	0	4	1
12	Chandler Scientific Department of Dartmouth College.	Hanover, N. H.	1769	1852	Rev. Samuel C. Bartlett, D. D., LL. D.	0	0	0	18	0	69	15	....	19	....	23	....	12	....	3	1

13	Thayer School of Civil Engineering (Dartmouth College).	Hanover, N. H.	......	1871	Rev. Samuel C. Bartlett, D. D., LL. D.	....	....	....	4	0	4	2	....	2	....	....	....	....	....	....	....
14	Stevens Institute of Technology ...	Hoboken, N. J	1870	1871	Henry Morton, PH. D	5	34	0	17	0	87	34	0	16	0	16	0	21	0	3	5
15	John C. Green School of Science* (College of New Jersey).	Princeton, N. J ...	1746	1873	Rev. James McCosh, D. D., LL. D.	0	0	0	15	1	44	9	....	10	....	13	....	12	....	....	4
16	Cooper Union Free Night Schools of Science and Art.	New York, N. Y ..	1857	1859	Fitz Gerald Tisdall, jr., PH. D. (director).	0	0	0	0	9	473	252	22	84	12	56	2	25	2	0	6
17	School of Mines of Columbia College.	New York, N. Y ..	1754	1864	F. A. P. Barnard, S. T. D., LL. D., L. H. D. (president).	....	....	....	27	......	219	71	....	66	....	42	....	40	....	12	7
18	Scientific Department, University of the City of New York.*	New York, N. Y ..	1830	1871	Rev. Howard Crosby, D. D., LL. D. (chancellor).	....	....	....	(e)	(e)	88	23	....	32	....	20	....	13	....	....	....
19	Engineering School of Union College	Schenectady, N. Y.	1795	1845	Rev. E. N. Potter, D. D	0	0	0	10	......	(e)	....	....	....	....	....	....	....	....	....	....
20	Rensselaer Polytechnic Institute* ..	Troy, N. Y	1826	1824	Hon. James Forsyth	0	0	0	14	1	179	59	....	47	....	37	....	36	....	7	....
21	Toledo University of Arts and Trades. *f*	Toledo, Ohio	1872	1874	Hon. Richard Mott	....	....	....	......	......	....	....	....	....	....	....	....	....	....	....	....
22	Scientific Department of Willamette University.	Salem, Oreg	1853	1844	....	....	....	....	......	......	....	....	....	....	....	....	....	....	....	....	....
23	Pardee Scientific Department in Lafayette College.	Easton, Pa........	1826	1866	Rev. William C. Cattell, D. D.	0	0	0	(e)	......	(g)	....	....	....	....	....	....	....	....	....	....
24	Franklin Institute*	Philadelphia, Pa..	1824	1824	Robert E. Rogers, M. D	....	....	....	......	......	(h)	....	....	....	....	....	....	....	....	....	....
25	Polytechnic College of the State of Pennsylvania.*	Philadelphia, Pa. (Market street, above 17th street).	1853	1853	Alfred L. Kennedy, M. D ...	....	....	....	7	1	65	20	....	24	....	21	....	....	....	4	....
26	Towne Scientific School, University of Pennsylvania.	Philadelphia, Pa ..	1755	1872	Dr. Charles J. Stillé (provost).	....	....	....	19	0	99	....	3	24	....	27	....	45	....	16	4
27	Wagner Free Institute of Science ..	Philadelphia, Pa ..	1855	1845	Prof. William Wagner, LL. D.	7	405	330	7	0	735	....	....	....	....	....	....	....	....	....	....
28	Scientific Department of Villanova College.	Villanova, Pa	1848	1842	Rev. Thomas C. Middleton, D. D., O. S. A.	....	....	....	......	......	....	....	....	....	....	....	....	....	....	....	....
29	School of Civil and Mining Engineering,* Washington and Lee University. *e*	Lexington, Va	1782	......	General G. W. C. Lee	0	0	0	......	......	....	....	....	....	....	....	....	....	....	....	....
30	Virginia Military Institute	Lexington, Va	1839	1839	Francis H. Smith, LL. D	....	....	....	14	......	169	60	....	45	....	35	....	29	....	....	....
31	New Market Polytechnic Institute*	New Market, Va ..	1870	......	Prof. Ben. Hyde Benton, A. M.	....	....	....	3	......	....	....	....	....	....	....	....	....	....	....	....
32	Schools of Industrial Chemistry, Civil and Mining Engineering, and Agriculture (University of Virginia).	University of Virginia, Va.	1819	1825	James F. Harrison, M. D. (chairman of faculty).	....	....	....	6	......	....	....	....	....	....	....	....	....	....	....	....

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* From Report of the Commissioner of Education for 1876.

a Not yet fully organized.

b The place of this college is supplied by the Massachusetts Agricultural College at Amherst. Each successful candidate is allowed on entering the college to matriculate also in Boston University, and at graduation may receive his degree at the hands of the university, with a diploma entitling him to the relation and privileges of its alumni.

c A department for elective graduate study only.

d Includes 17 in an apprentice class.

e Reported with classical department (see Table IX).

f All instruction suspended during the year 1877.

g See report of scientific students in this institution, Table IX.

h There was an average attendance of about 100 at the drawing classes; there were classes also in phonetic shorthand and on the slide valve, and a course of lectures was given on scientific and technical subjects.

TABLE X.—PART 2.—*Statistics of schools and of collegiate departments of science (mining, engineering, &c.) not endowed, &c.*—Continued.

	Name.	Number of State scholarships.	Number of other free scholarships.	Number of years in full course of study.	Number of weeks in scholastic year.	Annual charge to each student for tuition.	Libraries.				Property, income, &c.					Date of next commencement.
							General library.			Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.	
							Number of volumes.	Number of pamphlets.	Increase in the last school year in books.							
	1	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
1	School of Practical Civil, Mining, and Mechanical Engineering, Surveying, and Drawing.			2		$200										
2	Agricultural College of Colorado *a*										*$5, 000					
3	State School of Mines	0	0	4	40	(*b*)	110	75	24	0	9, 500	$0	$0	$137	$1, 750	June 21.
4	Rose Polytechnic Institute *a*	0	0			0			0	0	135, 000	*c*250, 000	15, 000	0	0	
5	Polytechnic Institute															
6	College of Agriculture (Boston University) *d*															
7	School of all Sciences (Boston University) *e*															
8	Lawrence Scientific School (Harvard University)		4	1, 4	37	150	3, 000					739, 835	*f*58, 435	5, 503		June.
9	Bussey Institution (Harvard University)	0	0	3	36	150	(2, 000)		150				**f*19, 989	*405		June 26.
10	Worcester Free Institute of Industrial Science	20	3	3, 3½	42	*g*100	1, 000	1, 000			150, 000		25, 000	1, 500		July 10.
11	Polytechnic School of Washington University	0	11	4	40	100	1, 000				80, 000			2, 500	0	June 13.
12	Chandler Scientific Department of Dartmouth College	0		4	40	60						100, 000	6, 000	3, 600	0	June 27.
13	Thayer School of Civil Engineering (Dartmouth College).			2	35–40	60	2, 000		30		*h*4, 000	55, 000	3, 300	240	0	
14	Stevens Institute of Technology	0	20	4	36	150	(5, 000)		200	50	500, 000	500, 000	24, 355	13, 567	0	June 27.
15	John C. Green School of Science* (College of New Jersey.)			4	37	120					130, 000	200, 000	14, 000	4, 800		June 21.
16	Cooper Union Free Night Schools of Science and Art.	0		5	28	0				0	*2, 000, 000	0	0	0	0	May 31.
17	School of Mines of Columbia College	0	(*i*)	4	37	200	7, 000	1, 000	186	(*j*)	(*j*)	(*j*)	(*j*)	30, 770		June 12.
18	Scientific Department, University of the City of New York.*			4	38	0	(*j*)		(*j*)	(*j*)	(*j*)	(*j*)	(*j*)	0	(*j*)	June 21.
19	Engineering School of Union College			4	39	120	(*j*)		(*j*)	(*j*)	(*j*)	(*j*)	(*j*)		(*j*)	June 26.
20	Rensselaer Polytechnic Institute*			4	38	200	3, 000									June 13.
21	Toledo University of Arts and Trades *k*										*l*100, 000	0	0	0	0	
22	Scientific Department of Willamette University															

23	Pardee Scientific Department in Lafayette College..	....	....	4	39	45–75	....	....	....	(j)	(j)	(j)	(j)	....	....	June 26.
24	Franklin Institute*	....	....	....	....	....	m16, 000	....	....	....	....	....	....	....	....	
25	Polytechnic College of the State of Pennsylvania*..	5	....	3	41	95–150	500	370	....	....	....	....	....	....	....	June 27.
26	Towne Scientific School, University of Pennsylvania.	0	40	4	41	150	(j)	....	....	....	....	....	....	....	....	June 14.
27	Wagner Free Institute of Science	....	....	....	33	0	(18, 000)		1, 000	....	350, 000	0	0	0	0	June 20.
28	Scientific Department of Villanova College	....	....	....	40	300	....	....	....	....	....	....	....	....	0	June 27.
29	School of Civil and Mining Engineering* (Washington and Lee University). j	....	....	....	....	....	....	....	....	....	....	....	....	....	....	
30	Virginia Military Institute	50	....	4	40	100	5, 500	2, 000	200	1, 000	393, 000	40, 000	2, 400	15, 000	n25, 000	July 4.
31	New Market Polytechnic Institute*	....	....	3	40	45	....	....	....	....	....	....	....	....	....	
32	Schools of Industrial Chemistry, Civil and Mining Engineering, and Agriculture (University of Virginia).	....	....	....	....	....	(j)	....	....	....	....	....	....	....	....	June 27.

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* From Report of the Commissioner of Education for 1876.

a Not yet fully organized.

b State students free.

c Exclusive of a bequest lately made of $105,000.

d The place of this college is supplied by the Massachusetts Agricultural College at Amherst. Each successful candidate is allowed on entering the college to matriculate also in Boston University, and at graduation may receive his degree at the hands of the university, with a diploma entitling him to the relation and privileges of its alumni.

e A department for elective graduate study only.

f Total income from all sources.

g To non-residents only.

h Value of apparatus.

i Eighty-two students attended free of tuition.

j Reported with classical department (Table IX).

k All instruction suspended during the year 1877.

l Includes endowment property.

m From Report for 1875.

n $10,000 was a special appropriation.

TABLE X.—*Memoranda.*

Name.	Location.	Remarks.
PART 1.		
Agricultural and Mechanical College of Louisiana	New Orleans, La.	United with Louisiana State University, under the name of Louisiana State University and Agricultural and Mechanical College (see Table IX).
PART 2.		
Mining Institute	Colorado Springs, Colo..	No information received.

TABLE XI.—*Statistics of schools of theology for 1877; from replies to inquiries by the United States Bureau of Education.*

	Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.		
							Resident professors and instructors.	Non-resident professors and lecturers.	Endowed professorships.
	1	2	3	4	5	6	7	8	9
1	Theological department of Talladega College	Talladega, Ala	1870	1870	Congregational	Rev. Edward P. Lord A. M.	2		
2	Pacific Theological Seminary	Oakland, Cal	1869	1869	Congregational	Rev. J. A. Benton, D. D. (senior professor).	2	6	2
3	San Francisco Theological Seminary	San Francisco, Cal	1872	1871	Presbyterian	Rev. W. A. Scott, D. D., LL. D.	4		0
4	Theological Institute of Connecticut	Hartford, Conn	1834	1834	Congregational	Rev. William Thompson, D. D. (senior professor).	4	7	4
5	Berkeley Divinity School	Middletown, Conn	1854	1854	Prot. Episcopal	Rt. Rev. J. Williams, D. D., LL.D. (dean).	6	1	
6	Yale Divinity School*	New Haven, Conn	1701	1822	Congregational	Rev. Noah Porter, D. D., LL. D.	7	4	4
7	Augusta Institute	Augusta, Ga	0	1869	Baptist	Rev. Joseph T. Robert, LL. D.	2	0	0
8	Theological department of Mercer University	Macon, Ga			Baptist	Rev. Archibald J. Battle, D. D.			
9	Theological department of Illinois Wesleyan University.	Bloomington, Ill	1850	1875	Methodist	Rev. W. H. H. Adams, D. D.			
10	Theological department of Blackburn University	Carlinville, Ill	1857	1859	Presbyterian	Rev. E. L. Hurd, D. D.	4		
11	Baptist Union Theological Seminary	Chicago, Ill. (Morgan Park)	1865	1867	Baptist	Rev. George W. Northrup, D. D.	6	a2	
12	Chicago Theological Seminary	Chicago, Ill. (cor. Ashland and Warren aves.).	1855	1858	Congregational	Rev. Franklin W. Fisk, D. D. (senior professor).	6	0	5
13	Presbyterian Theological Seminary of the Northwest.	Chicago, Ill. (1060 N. Halstead st.).	1858	1859	Presbyterian	Rev. L. J. Halsey, D. D. (secretary)	5	0	4
14	Bible department of Eureka College	Eureka, Ill	1855	1864	Christian	H. W. Everest, A. M.	2	0	0
15	Garrett Biblical Institute	Evanston, Ill	1855	1856	Meth. Episcopal	Rev. Henry Bannister, D. D. (senior professor).	5	5	5
16	Theological department of Lincoln University*	Lincoln, Ill	1865	1874	Cumb. Presb	Rev. A. J. McGlumphy, D. D.	5		3
17	Wartburg Seminary	Mendota, Ill	1875	1853	Ev. Lutheran	Rev. Prof. Sigm. Fritschel	3		
18	Jubilee College *b*	Robin's Nest, Ill	1842	1839	Prot. Episcopal	Rt. Rev. William E. McLaren, S. T. D.			
19	Augustana Theological Seminary	Rock Island, Ill	1865	1863	Lutheran	Rev. T. N. Hasselquist, D. D.	2	0	
20	Concordia College	Springfield, Ill	1853	1874	Ev. Lutheran	Prof. A. Craemer	3	0	0
21	Theological department of Shurtleff College	Upper Alton, Ill	1835	1827	Baptist	Rev. A. A. Kendrick, D. D.	3		2
22	St. Meinrad's Theological Seminary	St. Meinrad, Ind		1860	Roman Catholic	Rt. Rev. Martin Marty, O. S. B. (abbot).	4		
23	Theological department of Griswold College *c*	Davenport, Iowa	1859	1860	Prot. Episcopal	Rt. Rev. William Stevens Perry, D. D., LL. D. (ex officio).	4	2	3

24	German Presbyterian Theological School of the Northwest.	Dubuque, Iowa	1871	1856	Presbyterian	Rev. Jacob Conzett (senior professor).	3	1	......
25	Bible department of Oskaloosa College	Oskaloosa, Iowa	1865	1872	Christian	G. T. Carpenter, A. M	2	......	1
26	Kansas Theological School	Topeka, Kans	1874	1874	Prot. Episcopal	Rt. Rev. Thomas H. Vail, D. D., LL. D	2	......	......
27	Danville Theological Seminary	Danville, Ky	1854	1853	Presbyterian	Rev. Stephen Yerkes, D. D. (senior professor).	4	0	4
28	Western Baptist Theological Institute *d*	Georgetown, Ky	1840	1841	Baptist	Rev. Basil Manly, jr., D. D	......	......	......
29	The College of the Bible	Lexington, Ky	1878	1877	Christian	Robert Graham, A. M	......	......	......
30	Southern Baptist Theological Seminary	Louisville, Ky	*e*1875	1859	Baptist	Rev. James P. Boyce, D. D., LL. D	4	1	......
31	Theological Seminary of the Protestant Episcopal Church in the Diocese of Kentucky.	Louisville, Ky	1835	1834	Prot. Episcopal	Rev. Louis P. Tschiffely (librarian)	......	......	......
32	School of Theology in Bethel College*	Russellville, Ky	1867	1860	Baptist	Rev. W. W. Gardner, D. D. (senior professor).	*f*1	......	1
33	Thomson Biblical Institute (New Orleans University).	New Orleans, La	1873	1873	Meth. Episcopal		......	......	......
34	Bangor Theological Seminary	Bangor, Me	1814	1817	Congregational	Rev. Enoch Pond, D. D	4	0	4
35	Theological School of Bates College	Lewiston, Me	1870	1871	Free Baptist	Rev. Oren B. Cheney, D. D	5	0	*g*4
36	Centenary Biblical Institute	Baltimore, Md. (44 Saratoga st.).	1867	1872	Meth. Episcopal	Rev. J. Emory Round, M. A	2	3	0
37	St. Mary's Theological Seminary of St. Sulpice	Baltimore, Md	1860	1791	Roman Catholic		......	......	......
38	Theological department of Mount St. Mary's College.	Emmittsburg, Md	......	1808	Roman Catholic		......	......	......
39	Mount St. Clement College	Ilchester, Md	......	1868	Roman Catholic	Rev. George Ruland	5	......	......
40	Woodstock College	Woodstock, Md	1867	1869	Roman Catholic	Rev. James Perron, S. J	10	0	0
41	Theological Seminary	Andover, Mass	1807	1808	Congregational	Rev. E. C. Smyth (president of faculty).	7	4	7
42	Boston University School of Theology	Boston, Mass	1871	1871	Meth. Episcopal	Rev. William F. Warren, S. T. D., LL. D., Rev. Jas. E. Latimer, S. T. D. (dean).	12	3	5
43	Divinity School of Harvard University	Cambridge, Mass	1650	1816	No tests	Rev. Oliver Stearns, D. D. (dean)	7	0	5
44	Episcopal Theological School	Cambridge, Mass	1867	1867	Prot. Episcopal	Rev. Geo. Zabriskie Gray, D. D. (dean)	6	......	......
45	Tufts Divinity School	College Hill, Mass	1852	1869	Universalist	Rev. Elmer H. Capen (ex officio), Rev. Thos. J. Sawyer, D. D. (dean).	4	2	0
46	Newton Theological Institution	Newton Centre, Mass	1826	1825	Baptist	Rev. Alvah Hovey, D. D	5	2	......
47	New Church Theological School	Waltham, Mass	1866	1866	N. Jerusalem Ch.	Rev. Thomas Worcester, D. D	1	......	0
48	Theological department of Hillsdale College	Hillsdale, Mich	1870	1870	Free Will Bapt.	Rev. De Witt C. Durgin, D. D	3	2	*h*1
49	Theological department of Hope College *i*	Holland City, Mich	1866	1869	Reformed Dutch.	Rev. Philip Phelps, jr	......	......	......
50	Seabury Divinity School*	Faribault, Minn	1860	1860	Prot. Episcopal	Rt. Rev. Henry B. Whipple, D. D	7	......	......
51	Augsburg Seminarium	Minneapolis, Minn	1874	1869	Ev. Lutheran	Prof. Georg Sverdrup	4	......	......
52	St. John's Seminary	St. Joseph, Minn	1857	1857	Roman Catholic	Rt. Rev. Alexius Edelbrock, O. S. B	4	0	0
53	Bishop Green Associate Mission and Training School	Dry Grove, Miss	0	1867	Prot. Episcopal	Rev. William K. Douglas, S. T. D	4	1	0
54	St. Vincent's College and Theological Seminary	Cape Girardeau, Mo	1843	1844	Roman Catholic	Rev. John W. Hickey, C. M	2	2	0
55	Theological School of Westminster College	Fulton, Mo	......	......	Presbyterian		......	......	......
56	Jeremiah Vardeman School of Theology in William Jewell College.	Liberty, Mo	1849	1868	Baptist	Rev. W. R. Rothwell, D. D	3	......	2
57	Concordia College (Seminary)	St. Louis, Mo	1853	1839	Ev. Lutheran	Rev. C. F. W. Walther, D. D	6	......	......
58	Divinity School of Nebraska College	Nebraska City, Nebr	1866	1866	Prot. Episcopal	Rev. H. C. Shaw	1	2	......
59	German Theological School of Newark, N. J	Bloomfield, N. J	1871	1869	Presbyterian	Rev. Charles E. Knox	4	0	*j*1
60	Drew Theological Seminary	Madison, N. J	1867	1867	Meth. Episcopal	Rev. John F. Hurst, D. D	6	8	9

* From Report of the Commissioner of Education for 1876.

a Regular; also 10 lecturers in a special course.

b The institution has been closed for some years.

c The school is being reorganized and reofficered.

d Suspended for the present as a distinct institution, but connected with Georgetown College.

e In Kentucky; first charter in South Carolina in 1858.

f Assisted by five instructors from the literary department.

g Sustained from college endowment.

h One in part.

i Suspended June, 1877.

j In part.

TABLE XI.—*Statistics of schools of theology for 1877, &c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.		
							Resident professors and instructors.	Non-resident professors and lecturers.	Endowed professorships.
	1	2	3	4	5	6	7	8	9
61	Theological Seminary of the Reformed (Dutch) Church in America.	New Brunswick, N. J	......	1784	Reformed Dutch Church in Amer.	Rev. David D. Demarest, D. D. (secretary).	4	1	4
62	Theological Seminary of the Presbyterian Church	Princeton, N. J	1821	1812	Presbyterian	Rev. Charles Hodge, D. D., LL. D. (senior professor).	8	4	7
63	Auburn Theological Seminary	Auburn, N. Y	1820	1821	Presbyterian	Prof. E. A. Huntington, D. D. (librarian).	5	......	5
64	The Tabernacle Lay College	Brooklyn, N. Y. (Schermerhorn street).	1872	1872	Non-sectarian	Rev. T. De Witt Talmage, D. D	4	6	......
65	Martin Luther College (theological department)	Buffalo, N. Y	1868	1854	Lutheran	......	......	......	......
66	St. Lawrence University (theological department)	Canton, N. Y	1856	1858	Universalist	Rev. Ebenezer Fisher, D. D	3	......	3
67	De Lancey Divinity School	Geneva, N. Y	0	1861	Prot. Episcopal	Rev. James Rankine, D. D. (rector)	1	......	1
68	Hamilton Theological Seminary	Hamilton, N. Y	1819	1820	Baptist	Rev. Ebenezer Dodge, D. D., LL. D. (senior professor).	5	......	......
69	Hartwick Seminary (theological department)	Hartwick Seminary, N. Y.	1816	1815	Lutheran	Rev. James Pitcher, A. M. (senior professor).	2	1	......
70	Newburgh Theological Seminary	Newburgh, N. Y	1836	1805	United Presb	Rev. James Harper (acting)	2	0	*a*2
71	General Theological Seminary of the Protestant Episcopal Church.	New York, N. Y	1822	1821	Prot. Episcopal	Rev. George F. Seymour, S. T. D. (dean)	3	4	2
72	Union Theological Seminary	New York, N. Y	1839	1836	Presbyterian	Rev. William Adams, D. D., LL. D. (president of faculty).	6	4	6
73	Rochester Theological Seminary	Rochester, N. Y	1850	1851	Baptist	Rev. Augustus H. Strong, D. D	7	......	5
74	Seminary of Our Lady of Angels	Suspension Bridge, N. Y	1863	1856	Roman Catholic	Rev. Robert E. V. Rice, C. M	3	0	0
75	St. Joseph's Provincial Seminary	Troy, N. Y	......	1864	Roman Catholic	Very Rev. Henry Gabriels, S. T. L	7	......	......
76	Theological department of Biddle University	Charlotte, N. C	1877	1867	Presbyterian	Rev. Stephen Mattoon, D. D	3	......	......
77	Theological department of Shaw University	Raleigh, N. C	1875	1866	Baptist	Rev. H. M. Tupper, A. M	2	......	......
78	Theological department of Trinity College	Trinity, N. C	1852	1866	Meth. Epis. So	Rev. B. Craven, D. D., LL. D	4	0	0
79	Theological department of German Wallace College	Berea, Ohio	1864	1864	Meth. Episcopal	Rev. William Nast, D. D	1	1	0
80	St. Charles Borromeo Theological Seminary	Carthagena, Ohio	......	1860	Roman Catholic	Very Rev. Henry Drees, C. P. P. S	4	......	......
81	Lane Theological Seminary	Cincinnati, Ohio	1829	1832	Presbyterian	Rev. Z. M. Humphrey, D. D. (chairman of faculty).	6	0	5

82	Mount St. Mary's Seminary of the West*	Cincinnati, Ohio	0	1851	Roman Catholic	Very Rev. Francis Joseph Pabisch, D. D., C. L. D., LL. D.	7	2	0
83	St. Mary's Theological Seminary	Cleveland, Ohio	......	1849	Roman Catholic	Rev. N. A. Moes	3	......	......
84	German Lutheran Seminary	Columbus, Ohio	1834	1831	Ev. Lutheran	......	......	......	......
85	Union Biblical Seminary	Dayton, Ohio	1870	1871	United Brethren	Rev. Lewis Davis, D. D	2	0	2
86	Theological Seminary of the Protestant Episcopal Church in the Diocese of Ohio.	Gambier, Ohio	1824	1825	Prot. Episcopal	Rt. Rev. G. T. Bedell, D. D	3	2	4
87	Theological Seminary (Oberlin College)	Oberlin, Ohio	1834	1834	Congregational	Rev. James Harris Fairchild, D. D	5	4	2
88	Theological department of Wittenberg College	Springfield, Ohio	1845	1845	Ev. Lutheran	Rev. S. Sprecher, D. D., LL. D	1	......	2
89	Heidelberg Theological Seminary	Tiffin, Ohio	1836	1850	Reformed	Rev. J. H. Good, D. D	2	0	2
90	Christliche Bildungs-Anstalt der Mennoniten	Wadsworth, Ohio	1867	1860	Mennonite	Rev. Carl J. van der Smissen	4	......	......
91	Theological Seminary of Wilberforce University	Xenia, Ohio	1863	1853	Af. Meth. Epis	Rev. Benjamin F. Lee, D. D	6	......	......
92	Xenia United Presbyterian Theological Seminary	Xenia, Ohio	......	1794	United Presb	Rev. William Bruce, D. D	5	......	......
93	Theological Seminary of the United Presbyterian Church.	Allegheny City, Pa	1830	1825	United Presb	Rev. A. D. Clark, D. D	4	......	......
94	Western Theological Seminary of the Presbyterian Church.	Allegheny City, Pa	1825	1827	Presbyterian	Rev. Samuel J. Wilson, D. D., LL. D. (senior professor).	5	2	5
95	Moravian Theological Seminary	Bethlehem, Pa	1863	1807	Moravian	Rt. Rev. Edmund de Schweinitz, S. T. D.	3	......	......
96	Theological department of Ursinus College	Freeland, Pa. (Collegeville P. O.).	1869	1870	Reformed	Rev. J. H. A. Bomberger, D. D	3	......	......
97	Theological Seminary of the General Synod of the Evangelical Lutheran Church.	Gettysburg, Pa	1827	1826	Lutheran	Rev. James A. Brown, D. D. (chairman of faculty).	3	3	3
98	Theological Seminary of the Reformed Church in the United States.	Lancaster, Pa	1831	1825	Reformed	Rev. E. V. Gerhart, D. D	3	......	3
99	Theological department of Lincoln University	Lincoln University, Pa	1871	1871	Presbyterian	Rev. I. N. Rendall, D. D	4	1	4
100	Meadville Theological School	Meadville, Pa	1847	1844	Unitarian	Rev. Abiel Abbot Livermore, A. M	3	3	0
101	Philadelphia Theological Seminary of St. Charles Borromeo.	Overbrook, Pa	1838	1832	Roman Catholic	Very Rev. Charles P. O'Connor, D. D	8	......	0
102	Divinity School of the Protestant Episcopal Church	Philadelphia, Pa	1862	1862	Prot. Episcopal	Rev. Daniel R. Goodwin, D. D., LL. D. (dean).	5	2	*b*3
103	St. Vincent's Seminary*	Philadelphia, Pa. (Germantown).	0	1868	Roman Catholic	Very Rev. James Rolando	5	......	......
104	Theological Seminary of the Evangelical Lutheran Church.	Philadelphia, Pa. (216 and 218 Franklin street).	1864	1864	Ev. Lutheran	Rev. Charles F. Schaeffer, D. D. (chairman of faculty).	5	......	*c*2
105	St. Michael's Seminary*	Pittsburgh, Pa	......	1862	Roman Catholic	Rev. Stephen Wall	4	5	......
106	Missionary Institute*	Selinsgrove, Pa	1858	1856	Ev. Lutheran	Rev. Henry Zeigler, D. D. (superin't)	2	......	1
107	Crozer Theological Seminary	Upland, Pa	1867	1868	Baptist	Rev. Henry G. Weston, D. D	5	......	......
108	Theological department of Monastery of St. Thomas of Villanova.	Villanova, Pa	0	1842	Roman Catholic	Pacificus A. Neno, D. D., O. S. A	0	5	0
109	Theological Seminary of the General Assembly of the Presbyterian Church in the United States.	Columbia, S. C	1832	1829	Presbyterian	Rev. George Howe, D. D., LL. D. (chairman of faculty).	5	......	......
110	Theological School of Cumberland University	Lebanon, Tenn	1842	1854	Cumb. Presb	Rev. Richard Beard, D. D. (senior professor).	4	2	1
111	Theological course in Fisk University	Nashville, Tenn	1867	1869	Congregational	Rev. E. M. Cravath, M. A	2	0	0
112	Theological department of Central Tennessee College.	Nashville, Tenn	1866	1866	Meth. Episcopal	Rev. John Braden, A. M., D. D	3	2	0
113	Theological department of Vanderbilt University	Nashville, Tenn	1873	1875	Meth. Epis. So	Rev. Thomas O. Summers, D. D., LL. D. (dean).	4	0	4
114	Theological department, University of the South	Sewanee, Tenn	......	1876	Prot. Episcopal	Rev. D. G. Haskins (dean)	......	......	......
115	Theological department, Baylor University	Independence, Tex	1848	1866	Baptist	Rev. William Carey Crane, D. D., LL. D.	2	......	......

* From Report of the Commissioner of Education for 1876.

a In part.

b Another is partially endowed.

c Also 3 in part.

TABLE XI.—*Statistics of schools of theology for 1877, &c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Denomination.	President.	Corps of instruction.		
							Resident professors and instructors.	Non-resident professors and lecturers.	Endowed professorships.
	1	2	3	4	5	6	7	8	9
116	Union Theological Seminary	Hampden Sidney, Va	1867	1824	So. Presbyterian	Rev. R. L. Dabney, D. D., LL. D. (chairman of faculty).	4	0	4
117	St. John's Theological Seminary	Norfolk, Va	......	......	Roman Catholic	......	......	......	......
118	Richmond Institute	Richmond, Va	1876	1867	Baptist	Rev. Charles H. Corey, A. M	6	......	......
119	Theological Seminary of the Evangelical Lutheran General Synod, South.	Salem, Va	......	1832	Lutheran	Rev. S. A. Repass, D. D	3	......	*a*1
120	Protestant Episcopal Theological Seminary	Theological Seminary, Va.	1854	1823	Prot. Episcopal	Rev. Joseph Packard, D. D. (dean)	4	......	4
121	Nashotah House	Nashotah, Wis	1847	1841	Prot. Episcopal	Rev. A. D. Cole, D. D	5	......	1
122	Seminary of St. Francis of Sales	St. Francis P. O., Wis	1877	1856	Roman Catholic	Rev. C. Wapelhorst	13	......	......
123	Theological department of Howard University	Washington, D. C	1867	1871	Union Evang	Rev. William W. Patton, D. D	2	2	0
124	Wayland Seminary	Washington, D. C	......	1865	Baptist	Rev. G. M. P. King, A. M	4	2	......

a Also 1 partially endowed.

TABLE XI.—*Statistics of schools of theology for 1877, &c.*—Continued.

	Name.	Students.				Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Property, income, &c.			Date of next commencement.
		Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1877.			Number of volumes.	Number of pamphlets.	Increase in the last school year in books.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	
	1	10	11	12	13	14	15	16	17	18	19	20	21	22
1	Theological department of Talladega College	18	......	2	3	4	36	800	......	......	$5,000	......	......	June 13.
2	Pacific Theological Seminary	5	0	0	0	3	40	2,000	300	90	80,000	......	......	May.
3	San Francisco Theological Seminary	9	......	......	3	3	35	5,500	......	200	30,000	$30,000	......	April 25.
4	Theological Institute of Connecticut	31	......	18	5	3	36	7,500	......	......	......	......	......	
5	Berkeley Divinity School	27	......	24	8	3	36	16,000	......	......	......	......	......	
6	Yale Divinity School*	92	3	82	......	3	35	2,000	......	......	......	*a*247,544	*a*$15,000	May 17.
7	Augusta Institute	85	0	0	0	......	39	500	75	72	9,000	......	......	June 20.
8	Theological department of Mercer University	......	......	......	......	......	......	......	......	......	......	......	......	
9	Theological department of Illinois Wesleyan University	......	......	......	......	......	......	(*b*)	......	......	(*b*)	(*b*)	(*b*)	June 20.
10	Theological department of Blackburn University	50	......	......	......	3	40	......	......	......	75,000	80,000	8,000	
11	Baptist Union Theological Seminary	68	......	......	18	3	......	20,000	......	......	......	......	......	
12	Chicago Theological Seminary	37	2	20	......	3	32	5,500	......	......	95,000	*c*130,000	10,350	May 16.
13	Presbyterian Theological Seminary of the Northwest	45	4	40	12	3	31	8,700	300	400	300,000	150,150	12,000	April 3.
14	Bible department of Eureka College	14	0	0	0	2	40	200	0	......	(*b*)	(*b*)	(*b*)	June 6.
15	Garrett Biblical Institute	90	23	13	11	3	36	3,150	500	......	......	400,000	14,000	May 16.
16	Theological department of Lincoln University*	35	1	......	6	3	24	700	100	50	......	......	......	February 16.
17	Wartburg Seminary	32	......	......	8	3	35	1,000	180	40	10,000	......	......	
18	Jubilee College *d*	......	......	......	......	......	......	4,000	1,000	......	25,000	......	......	
19	Augustana Theological Seminary	......	0	......	10	2	38	6,000	......	......	12,000	......	......	June 13.
20	Concordia College	0	0	0	0	5	43	600	......	......	20,000	0	0	September 1.
21	Theological department of Shurtleff College	5	......	2	......	3	36	1,000	......	......	......	......	......	June 12.
22	St. Meinrad's Theological Seminary	23	......	......	......	4	......	6,000	1,200	......	150,000	......	......	June 27.
23	Theological department of Griswold College *e*	5	......	......	2	3	40	6,000	3,500	500	200,000	56,000	5,000	June 26.
24	German Presbyterian Theological School of the Northwest	......	......	......	......	......	40	800	......	......	30,000	20,000	......	June 1.
25	Bible department of Oskaloosa College	15	2	2	10	3	38	(*b*)	(*b*)	(*b*)	(*b*)	15,000	1,200	June 6.

*From Report of the Commissioner of Education for 1876.

a From Report of the Commissioner of Education for 1875.

b Reported with classical department (Table IX).

c $100,271 in real estate, &c., unproductive.

d The institution has been closed for some years.

e The school is being reorganized and reofficered.

TABLE XI.—*Statistics of schools of theology for* 1877, *&c.*—Continued.

	Name.	Students.				Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Property, income, &c.			Date of next commencement.
		Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1877.			Number of volumes.	Number of pamphlets.	Increase in the last school year in books.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	
	1	10	11	12	13	14	15	16	17	18	19	20	21	22
26	Kansas Theological School	4	......	......	......	3	42	3, 000	....	....	$25, 000	....	....	
27	Danville Theological Seminary	15	0	12	4	3	33	10, 000	....	100	18, 500	$166, 000	$9, 500	April 18.
28	Western Baptist Theological Institute *a*	......	......	......	......	......	......	....	....	....	(*b*)	*c*48, 000	....	
29	The College of the Bible	......	......	......	......	......	......	....	....	....	....	....	....	June 11.
30	Southern Baptist Theological Seminary	90	0	30	*d*5	3	33	8, 000	3, 000	2, 000	20, 000	*e*275, 000	*f*15, 000	May 6.
31	Theological Seminary of the Protestant Episcopal Church in the Diocese of Kentucky.	......	......	......	......	......	......	1, 600	....	25	....	16, 884	1, 400	
32	School of Theology in Bethel College*	18	......	......	3	3	40	....	....	....	....	60, 000	6, 000	June 14.
33	Thomson Biblical Institute (New Orleans University)	......	......	......	......	......	......	....	....	....	....	....	....	
34	Bangor Theological Seminary	48	0	12	......	3	37	17, 000	....	75	150, 000	170, 000	5, 000	June 19.
35	Theological School of Bates College	18	0	6	3	3	37½	2, 200	100	75	40, 000	....	*g*4, 750	June 22.
36	Centenary Biblical Institute	24	0	0	0	3, 6	42	350	....	....	12, 000	3, 100	210	May 22.
37	St. Mary's Theological Seminary of St. Sulpice	......	......	......	......	......	......	....	....	....	....	....	....	
38	Theological department of Mount St. Mary's College	......	......	......	......	......	......	....	....	....	....	....	....	
39	Mount St. Clement College	33	......	......	34	6	47	8, 511	240	155	....	....	....	July 22.
40	Woodstock College	......	......	......	......	7	42	18, 200	2, 100	200	60, 000	0	0	
41	Theological Seminary	73	1	......	20	3	40	36, 345	12, 000	776	225, 000	525, 000	35, 000	
42	Boston University School of Theology	105	3	58	21	3	37	4, 000	1, 000	0	(*b*)	(*b*)	(*b*)	June 5.
43	Divinity School of Harvard University	20	0	12	6	3	39	17, 000	2, 000	260	....	164, 000	19, 399	June 26.
44	Episcopal Theological School	13	3	12	8	3	38	2, 500	1, 000	100	220, 000	100, 000	5, 500	June 29.
45	Tufts Divinity School	25	0	5	6	3, 4	40	(*b*)	(*b*)	....	(*b*)	(*b*)	(*b*)	June 12.
46	Newton Theological Institution	58	2	45	16	3	38	13, 500	....	500	136, 835	311, 712	21, 677	June 12.
47	New Church Theological School	......	0	......	......	......	......	600	....	0	....	....	....	
48	Theological department of Hillsdale College	25	0	2	3	3	39	1, 500	500	300	(*b*)	30, 000	2, 000	June 21.
49	Theological department of Hope College *h*	......	......	......	......	......	......	....	....	....	....	....	....	
50	Seabury Divinity School*	20	3	4	3	3	36	4, 500	....	....	60, 000	15, 000	....	June 14.
51	**Augsburg Seminarium**	12	......	......	......	3	32	....	....	....	30, 000	....	....	June 7.
52	**St. John's Seminary**	0	5	2	0	3	44	(*b*)	(*b*)	(*b*)	....	....	....	

53	Bishop Green Associate Mission and Training School	12	1	0	......	5	40	1, 500	500	100	5, 000	0	0	
54	St. Vincent's College and Theological Seminary	5	1	......	1	3	40	5, 000	....	....	....	0	0	September 2.
55	Theological School of Westminster College	......	......	......	......	......	......	....	....	....	....	....	....	
56	Jeremiah Vardeman School of Theology in William Jewell College.	52	......	......	......	5	40	....	....	....	....	40, 000	2, 000	June 13.
57	Concordia College (Seminary)	(*i*)	......	......	38	3	44	(4, 200)		....	40, 000	....	....	
58	Divinity School of Nebraska College	5	......	1	10	4	40	500	400	....	10, 000	....	....	June 25.
59	German Theological School of Newark, N. J	26	0	0	0	*j*6	40	1, 200	300	....	20, 000	7, 500	500	June 19.
60	Drew Theological Seminary	107	......	35	35	3	32	14, 000	1, 000	1, 000	250, 000	130, 000	8, 000	May 16.
61	Theological Seminary of the Reformed (Dutch) Church in America.	40	0	34	12	3	36	30, 000	4, 000	1, 909	350, 000	200, 000	13, 000	
62	Theological Seminary of the Presbyterian Church	114	0	102	38	3	34	28, 433	5, 000	209	274, 000	696, 775	41, 000	April 23.
63	Auburn Theological Seminary	38	3	34	15	3	36	12, 000	....	677	200, 000	300, 000	20, 000	May 9.
64	The Tabernacle Lay College	94	6	......	62	2	26	....	....	....	....	....	....	April 16.
65	Martin Luther College (theological department)	......	......	......	......	......	......	....	....	....	....	....	....	
66	St. Lawrence University (theological department)	23	......	0	7	3	39	6, 030	3, 000	25	22, 500	91, 000	6, 370	June 26.
67	De Lancey Divinity School	4	......	2	......	4	......	100	....	....	....	27, 508	1, 680	
68	Hamilton Theological Seminary	36	......	26	......	3	39	(*k*)	....	....	35, 000	43, 300	2, 100	June 19.
69	Hartwick Seminary (theological department)	......	......	......	......	3	39	(*l*)	(*l*)	(*l*)	(*l*)	(*l*)	(*l*)	June 26.
70	Newburgh Theological Seminary	7	3	10	2	3, 4	30	3, 500	225	0	25, 000	34, 400	*m*2, 800	March.
71	General Theological Seminary of the Protestant Episcopal Church.	70	0	53	18	3	40	15, 552	9, 380	86	....	....	....	June 6.
72	Union Theological Seminary	142	3	132	46	3	32	30, 346	26, 148	2, 349	150, 000	700, 000	45, 000	May 6.
73	Rochester Theological Seminary	68	......	36	25	3	36	12, 000	....	....	....	216, 000	17, 000	May 12–16.
74	Seminary of Our Lady of Angels	58	0	7	15	3	40	*6, 000	0	*200	*60, 000	0	0	June 25.
75	St. Joseph's Provincial Seminary	152	......	......	*n*11	4½	42	8, 500	....	....	200, 000	....	....	June 26.
76	Theological department of Biddle University	9	0	3	0	3	35	(*b*)	....	....	(*b*)	(*b*)	(*b*)	June 5.
77	Theological department of Shaw University	50	......	......	......	......	32	....	2, 000	200	50, 000	....	....	May 29.
78	Theological department of Trinity College	16	0	0	2	3	40	600	....	....	(*b*)	(*b*)	(*b*)	June 12.
79	Theological department of German Wallace College	20	0	0	0	3	40	100	....	25	(*b*)	(*b*)	(*b*)	June 6.
80	St. Charles Borromeo Theological Seminary	31	......	......	......	7	38	5, 000	....	200	10, 000	....	....	June 26.
81	Lane Theological Seminary	23	0	19	9	3	35	13, 000	....	200	150, 000	225, 000	*m*17, 000	May 9.
82	Mount St. Mary's Seminary of the West*	95	......	2	14	10	42	15, 100	4, 000	3, 000	170, 000	0	0	June 24.
83	St. Mary's Theological Seminary	......	......	......	28	5	42	....	....	....	75, 000	....	....	
84	German Lutheran Seminary	......	......	......	......	......	......	....	....	....	....	....	....	
85	Union Biblical Seminary	31	2	6	6	3	36	1, 000	100	400	10, 000	30, 000	....	
86	Theological Seminary of the Protestant Episcopal Church in the Diocese of Ohio.	7	......	3	......	3	36	6, 300	8, 500	....	220, 000	120, 000	8, 000	June 27.
87	Theological Seminary (Oberlin College)	36	1	19	9	3	36	*o*14, 000	*o*1, 000	*o*200	70, 000	35, 000	28, 000	June 7.
88	Theological department of Wittenberg College	12	1	13	10	2	40	1, 000	200	25	*p*75, 000	40, 000	3, 500	June 27.
89	Heidelberg Theological Seminary	15	0	12	11	2¾	40	3, 000	500	0	0	30, 000	1, 800	June 19.
90	Christliche Bildungs-Anstalt der Mennoniten	50	......	......	......	3	40	....	....	....	15, 000	....	....	January 4.
91	Theological Seminary of Wilberforce University	6	2	1	......	4	42	(*b*)	(*b*)	(*b*)	....	....	....	June 19.
92	Xenia United Presbyterian Theological Seminary	25	......	24	10	3	28	5, 000	....	....	10, 000	42, 000	3, 100	March 27.

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* From Report of the Commissioner of Education for 1876.

a Suspended for the present as a distinct institution, but connected with Georgetown College.

b Reported with classical department (see Table IX).

c Not yielding income now.

d Full graduates; also, 4 English graduates.

e Not yet productive.

f Special income fund.

g Appropriation from the college.

h Suspended June, 1877.

i There were 91 students; of these 38 entered the ministry.

j Three are academic or preparatory, and 3 theological.

k Identical with Madison University library (see Table IX).

l See report of Hartwick Seminary (Table VI).

m Includes rents.

n Number ordained during year.

o College library.

p Includes value of college building.

TABLE XI.—*Statistics of schools of theology for 1877, &c.*—Continued.

	Name.	Students.				Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Property, income, &c.			Date of next commencement.
		Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1877.			Number of volumes.	Number of pamphlets.	Increase in the last school year in books.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	
	1	10	11	12	13	14	15	16	17	18	19	20	21	22
93	Theological Seminary of the United Presbyterian Church	30			24	3	30	3,000			$50,000	$80,000		September 4.
94	Western Theological Seminary of the Presbyterian Church	82		64	25	3	32	15,600		322		332,820	$20,000	April 18.
95	Moravian Theological Seminary	19			10	6	40	4,755	732		8,000	38,102	2,421	
96	Theological department of Ursinus College	12		9	4	2½	40	3,000		400				June 27.
97	Theological Seminary of the General Synod of the Evangelical Lutheran Church.	36		30	10	3	38	11,000		100	50,000	90,000	5,000	June 25.
98	Theological Seminary of the Reformed Church in the United States.	25	10	20	13	3	37	10,200		30	20,000	60,000	3,600	May 9.
99	Theological department of Lincoln University	20		12	4	3	32							
100	Meadville Theological School	19	0	1	6	3	38	12,500	1,500	200	25,000	112,000	7,000	June 6.
101	Philadelphia Theological Seminary of St. Charles Borromeo.					9	41	14,000						June 21.
102	Divinity School of the Protestant Episcopal Church	23		11	4	3	38	8,000	230	1,500	150,000	248,000	17,000	June 20.
103	St. Vincent's Seminary*					6	42	6,000		100		0	0	June.
104	Theological Seminary of the Evangelical Lutheran Church	45			14	3	40	3,500			50,000	107,000	5,420	June 12.
105	St. Michael's Seminary*	32				4	42	3,500			40,000			February 1.
106	Missionary Institute*	10			1	3	39	2,500			15,000	20,000	1,200	May 28–30.
107	Crozer Theological Seminary	45	1		15	3	40					234,000	22,000	June 5.
108	Theological department of Monastery of St. Thomas of Villanova.	0	0	0	0		40	3,000	0	0				
109	Theological Seminary of the General Assembly of the Presbyterian Church in the United States.	40			9	3	34	18,916			35,000			May 14.
110	Theological School of Cumberland University	25	0	2	4	2	40	3,000			30,000	20,000	1,200	June 6.
111	Theological course in Fisk University	0	0	0	0	3	40	(*a*)				0	0	May 23.
112	Theological department of Central Tennessee College	35	0	0	0	3	36	(*a*)	(*a*)	(*a*)	(*a*)	(*a*)	(*a*)	May 16.
113	Theological department of Vanderbilt University	52	0		6	3	39	(*a*)			(*a*)	*b*640,000	*b*46,000	May 31.
114	Theological department, University of the South							*4,000						
115	Theological department, Baylor University	6				3	40							June 7.

116	Union Theological Seminary	51	0	49	26	3	33	11,000	....	100	75,000	240,000	14,000	April 9.
117	St. John's Theological Seminary	......	......	......	......	......	......	......	....	....	....	....	....	
118	Richmond Institute	100	......	......	......	6	36	2,100	100	100	50,000	....	....	May 29.
119	Theological Seminary of the Evangelical Lutheran General Synod, South.	13	......	12	......	3	40	500	....	....	....	26,000	....	June 13.
120	Protestant Episcopal Theological Seminary	41	......	......	10	3	40	10,000	....	....	150,000	....	....	June 27.
121	Nashotah House	30	......	......	......	3	40	6,500	2,000	1,000	150,000	25,000	2,000	May 30.
122	Seminary of St. Francis of Sales	c132	......	......	......	......	43	6,500	....	....	....	....	....	June 30.
123	Theological department of Howard University	32	......	2	10	3	34	400	....	....	....	....	....	
124	Wayland Seminary	88	......	......	12	3	36	1,800	....	....	40,000	....	....	May 29.

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* From Report of the Commissioner of Education for 1876.

[a] Reported with classical department (see Table IX).

[b] Probably includes the amount of productive funds and the income thereof reported with classical department in Table IX.

[c] Includes students in philosophical course.

TABLE XI.—*Memoranda.*

Name.	Location.	Remarks.
Matthews Hall	Golden, Colo	Closed.
Bible College of Kentucky University	Lexington, Ky	Closed, being succeeded by The College of the Bible.
Theological department of Biddle Memorial Institute	Charlotte, N. C	See Theological department of Biddle University; identical.
Theological department of North Carolina College	Mount Pleasant, N. C	Closed.
Southern Baptist Theological Seminary	Greenville, S. C	Removed to Louisville, Ky.

TABLE XII.—*Statistics of schools of law for 1877; from replies to inquiries by the United States Bureau of Education.*

	Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.		Students.		
						Resident professors and instructors.	Non-resident professors and lecturers.	Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1877.
	1	2	3	4	5	6	7	8	9	10
1	College of Law, Southern University*	Greensboro', Ala	......	......	Hon. A. A. Coleman, A. M	3	......	......	......	......
2	Law School of University of Alabama	Tuscaloosa, Ala	1872	1872	Henderson M. Somerville, A. M., LL. B., senior professor.	2	0	23	8	8
3	Yale Law School	New Haven, Conn	......	1824	Hon. Francis Wayland, A. M., dean	7	3	67	......	28
4	Law department, University of Georgia	Athens, Ga	1785	1867	Rev. P. H. Mell, D. D., LL. D., chancellor	1	1	3	1	10
5	Law department of Mercer University	Macon, Ga	1875	1875	Hon. Clifford Anderson, chairman	3	......	6	......	6
6	Bloomington Law Institute (Illinois Wesleyan University).	Bloomington, Ill	1850	1875	Reuben M. Benjamin, A. M., dean	6	......	30	3	9
7	Union College of Law of Chicago and Northwestern Universities.	Chicago, Ill	......	*a*1872	Hon. Henry Booth, LL. D., dean	5	0	123	24	41
8	Law department, McKendree College	Lebanon, Ill	1839	......	Hon. H. H. Horner, A. M., dean	1	3	15	8	3
9	Department of Law, Indiana University *b*	Bloomington, Ind	......	1842	Rev. Lemuel Moss, D. D., president	......	......	......	......	......
10	Law department, University of Notre Dame	Notre Dame, Ind	......	......	Lucius G. Tong, LL. B	......	......	......	......	......
11	Iowa College of Law (Simpson Centenary College.)	Des Moines, Iowa	......	1875	William E. Miller, dean	4	0	20	6	23
12	Law department, Iowa State University	Iowa City, Iowa	1847	1865	William G. Hammond, LL. D., chancellor	3	6	113	25	*c*75
13	Course of Law in Iowa Wesleyan University	Mt. Pleasant, Iowa	......	......	Rev. W. J. Spaulding, PH. D., president of university.	......	......	......	......	......
14	Law College, Kentucky University*	Lexington, Ky	......	1865	John B. Bowman, LL. D., regent; Madison C. Johnson, LL. D., presiding officer.	6	......	23	......	12
15	College of Law, Central University	Richmond, Ky	1873	1874	......	......	......	......	......	......
16	Law department, Straight University	New Orleans, La	......	......	Hon. Alfred Shaw, dean	......	......	......	......	......
17	Law department, University of Louisiana*	New Orleans, La. (box 1915)	1847	1847	Carleton Hunt, dean	4	0	23	......	7
18	School of Law, University of Maryland	Baltimore, Md. (32 Mulberry st.)	1812	*d*1870	Hon. George W. Dobbin, LL. D	3	0	60	......	21
19	Boston University School of Law	Boston, Mass	*e*1869	1872	Edmund H. Bennett, LL. D., dean	11	1	173	68	47
20	Law School of Harvard University*	Cambridge, Mass	......	1817	C. C. Langdell, LL. D., dean	6	......	187	112	......

21	Law department, University of Michigan	Ann Arbor, Mich	1859	1859	Thomas M. Cooley, LL. D., dean	2	3	385	......	155
22	Law department, State University of Missouri	Columbia, Mo	......	1872	Philemon Bliss, LL. D., dean	3	2	33	......	13
23	St. Louis Law School (Washington University)	St. Louis, Mo	1853	1867	Henry Hitchcock, LL. D., provost	6	......	76	......	131
24	Albany Law School (Union University)	Albany, N. Y	1851	1851	Isaac Edwards, LL. D	5	3	95	47	74
25	Law School of Hamilton College*	Clinton, N. Y	......	......	Rev. Samuel G. Brown, D. D., LL. D	2	......	17	5	15
26	Columbia College Law School	New York, N. Y	*f*1754	1858	Theodore W. Dwight, LL. D., dean	4	1	462	255	267
27	Department of Law, University of the City of New York.	New York, N. Y	1830	1858	Hon. Henry E. Davies, LL. D	5	0	72	6	57
28	Law department, Rutherford College	Excelsior, N. C	1871	......	Rev. R. L. Abernethy, A. M	......	......	......	......	......
29	Law department, Trinity College	Trinity, N. C	1852	1870	Rev. B. Craven, D. D., LL. D	2	......	20	......	......
30	Law School of the Cincinnati College	Cincinnati, Ohio	1819	1833	Rufus King, LL. D., dean	4	0	119	......	29
31	Law department, Wilberforce University*	Near Xenia, Ohio	1863	1872	Rev. Benjamin F. Lee, B. D	0	2	1	1	......
32	Law department, Lafayette College*	Easton, Pa	......	1875	Hon. William S. Kirkpatrick, A. M., dean	5	......	......	......	......
33	Law department, University of Pennsylvania	Philadelphia, Pa	1755	1790	E. Coppée Mitchell, LL. D., dean	5	0	103	......	24
34	Law School, University of South Carolina*	Columbia, S. C	1801	1804	Rev. A. W. Cummins, A. M., D. D	1	......	12	4	9
35	Law School, Cumberland University	Lebanon, Tenn	1842	1847	Nathan Green, A. M., LL. B., chancellor	2	......	51	......	......
36	Law department, Vanderbilt University*	Nashville, Tenn	1872	1874	Thomas H. Malone, M. A., dean	3	0	25	5	10
37	School of Law and Equity, Washington and Lee University.	Lexington, Va	1782	1749	Gen. G. W. Custis Lee, president of university.	5	3	28	5	11
38	Law School, University of Virginia	University of Virginia, Va	1818	1825	James F. Harrison, M. D., chairman of faculty.	2	0	109	......	16
39	Law department, University of Wisconsin	Madison, Wis	1868	1868	J. H. Carpenter, LL. D., dean	9	2	38	12	10
40	Columbian University Law School	Washington, D. C	1821	1864	James C. Welling, LL. D	3	1	134	......	49
41	Law department, Howard University*	Washington, D. C	1867	1869	William F. Bascom, A. M., dean	2	0	6	1	4
42	Law School of Georgetown University	Washington, D. C	1815	1870	Charles W. Hoffman, LL. D., dean	5	0	21	5	15
43	National University, law department*	Washington, D. C	1870	1870	W. B. Wedgewood, LL. D., vice chancellor	4	......	138	......	48

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* From Report of the Commissioner of Education for 1876.
a As a department of the University of Chicago in 1859.
b Suspended June, 1877.
c Also 6 in advanced class.
d Reorganization.
e Charter of the university.
f Date of charter of Columbia College.

TABLE XII.—*Statistics of schools of law for 1877, &c.*—Continued.

	Name.	Number of years in full course of study.	Number of weeks in scholastic year.	Annual charge to each student for tuition.	Library.			Property, income, &c.				Date of next commencement.
					Number of volumes.	Number of pamphlets.	Increase in the last school year in books.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	
	1	11	12	13	14	15	16	17	18	19	20	21
1	College of Law, Southern University*	......	......	......	......	......	......	......	......	......	......	
2	Law School of University of Alabama	1¼	40	$50	......	......	......	......	......	......	......	July 3.
3	Yale Law School	a2	36	90	8,000	500	150	......	$10,000	$600	......	June 26.
4	Law department, University of Georgia	1	52	120	600	100	0	......	0	0	$415	August.
5	Law department of Mercer University	1	39	80	......	......	......	......	......	......	......	August 7.
6	Bloomington Law Institute (Illinois Wesleyan University)	2	40	45	50	......	......	......	......	......	800	June 19.
7	Union College of Law of Chicago and Northwestern Universities	2	36	50	0	0	0	(b)	0	0	4,000	June 5.
8	Law department, McKendree College	2	......	24	......	......	......	......	......	......	......	June 13.
9	Department of Law, Indiana University c	......	......	......	......	......	......	......	......	......	......	
10	Law department, University of Notre Dame	3	......	......	......	......	......	......	......	......	......	
11	Iowa College of Law (Simpson Centenary College)	1	36	50	......	......	......	......	......	......	......	June 12.
12	Law department, Iowa State University	1, 2	38	50	1,964	500	104	(b)	(b)	(b)	3,950	June 18.
13	Course of Law in Iowa Wesleyan University	......	......	......	......	......	......	......	......	......	......	
14	Law College, Kentucky University*	2	40	60	......	......	......	......	......	......	960	June 13.
15	College of Law, Central University	......	......	......	......	......	......	......	......	......	......	June.
16	Law department, Straight University	......	......	......	......	......	......	......	......	......	......	
17	Law department, University of Louisiana*	2	25	100	......	......	......	15,000	......	......	2,500	
18	School of Law, University of Maryland	2	34	100	0	0	0	0	0	0	3,300	May.
19	Boston University School of Law	3	34	100, 75, 50	3,000	......	500	(b)	0	......	10,000	June.
20	Law School of Harvard University*	2	37	150	16,000	......	......	......	d51,614	11,668	20,950	June 27.
21	Law department, University of Michigan	2	......	e22½	......	......	......	......	......	......	8,195	March 27.
22	Law department, State University of Missouri	2	25	40	772	......	10	(b)	0	0	1,240	March 28.
23	St. Louis Law School (Washington University)	2	27	f50	3,158	......	101	(b)	0	0	3,500	May 13.
24	Albany Law School (Union University)	1	38	130	2,000	......	40	0	0	0	......	May.
25	Law School of Hamilton College*	1	......	60	5,000	......	......	......	......	......	......	
26	Columbia College Law School	2	32	100	5,000	......	100	0	0	0	......	May 15.
27	Department of Law, University of the City of New York	2	36	100	1,775	......	......	(b)	(b)	(b)	......	May.
28	Law department, Rutherford College	......	......	......	......	......	......	......	......	......	......	
29	Law department, Trinity College	2	40	......	......	......	......	(b)	(b)	(b)	(b)	June.

30	Law School of the Cincinnati College	(g)	31	60, 30	1, 409	------	383	0	0	0	4, 262	May 8.
31	Law department, Wilberforce University*	------	42	------	------	------	------	------	------	------	------	June 20.
32	Law department, Lafayette College*	2	------	60	------	------	------	------	------	------	------	June.
33	Law department, University of Pennsylvania	2	35	80	300	0	50	0	0	0	6, 330	June 14.
34	Law School, University of South Carolina*	2	39	0	------	------	------	------	0	0	0	December.
35	Law School, Cumberland University	1	40	60	------	------	------	15, 000	------	------	4, 000	June 6.
36	Law department, Vanderbilt University*	2	39	120	150	0	0	------	------	------	1, 600	June 20.
37	School of Law and Equity, Washington and Lee University	1	39	85	800	50	------	------	------	------	2, 300	June.
38	Law School, University of Virginia	2	40	80	3, 000	------	------	(b)	0	0	6, 000	June 27.
39	Law department, University of Wisconsin	2	40	h18	520	------	200	(b)	(b)	(b)	(b)	June 17 and 19.
40	Columbian University Law School	3	35	75, 80	------	------	------	------	------	------	------	June 11.
41	Law department, Howard University*	2	------	40	301	30	1	------	10, 000	600	------	June 6.
42	Law School of Georgetown University	2	34	80	(b)	(b)	(b)	(b)	(b)	(b)	1, 811	June.
43	National University, law department*	2	36	45	------	------	------	------	------	------	------	May 23.

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* From Report of the Commissioner of Education for 1876.
a With post-graduate course, four years.
b Reported with classical department (see Table IX).
c Suspended June, 1877.
d Also one-fourth interest in a fund of $413,092.
e To residents of Michigan; $37.50 to non-residents.
f There are six free scholarships.
g Nineteen months.
h To non-residents; free to residents; matriculation fee, $50.

TABLE XII.—*Memoranda.*

Name.	Location.	Remarks.
Law department, Lincoln University	Lincoln, Ill	Closed.
Neophogen Law School	Gallatin, Tenn	Closed.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1877; *from replies to inquiries by the United States Bureau of Education.*

	Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.		Students.		
						Resident professors and instructors.	Non-resident professors and lecturers.	Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1877.
	1	2	3	4	5	6	7	8	9	10
	I. MEDICAL AND SURGICAL.									
	1. *Regular.*									
1	College of Medicine, Southern University	Greensboro', Ala	.....	.....	Rev. Luther M. Smith, A. M., D. D., chancellor.	.....	.....	.....	.....	.....
2	Medical College of Alabama	Mobile, Ala	1860	1858	William H. Anderson, M. D., dean	8	1	50	.....	15
3	Medical College of the Pacific (University College).	San Francisco, Cal	1859	1858	Henry Gibbons, jr., M. D., dean	10	0	*a*66	.....	13
4	Medical department, University of California	San Francisco, Cal	1868	1869	R. Beverly Cole, M. D., PH. D., M. R. C. S., dean	8	2	45	11	15
5	Medical Institution of Yale College	New Haven, Conn	1810	1813	Charles A. Lindsley, M. D., dean	10	3	56	16	6
6	Atlanta Medical College	Atlanta, Ga	1854	1855	Jno. Thad. Johnson, M. D., dean	8	1	90	.....	22
7	Medical College of Georgia (University of Georgia).	Augusta, Ga	1828	1829	De Saussure Ford, M. D., dean	16	0	46	0	21
8	Savannah Medical College*b*	Savannah, Ga	1838	1853	W. Duncan, M. D., dean	.....	.....	.....	.....	.....
9	Chicago Medical College (Northwestern University).	Chicago, Ill	1859	1859	Nathan S. Davis, A. M., M. D., dean	18	.....	156	14	39
10	Rush Medical College	Chicago, Ill	1837	1843	J. Adams Allen, M. D., LL. D	33	0	*c*392	89	117
11	Woman's Hospital Medical College*	Chicago, Ill	1871	1871	W. Godfrey Dyas, M. D., F. R. C. S	17	.....	20	.....	10
12	Medical College of Evansville	Evansville, Ind	1845	1870	George B. Walker, M. D., dean	10	0	40	3	8
13	College of Physicians and Surgeons*	Indianapolis, Ind	1873	1874	R. N. Todd, M. D	7	2	72	19	23
14	Indiana Medical College	Indianapolis, Ind	1869	1869	C. E. Wright, M. D., dean	13	0	82	5	28
15	Medical department of Iowa State University	Iowa City, Iowa	1870	1870	Hon. C. W. Slagle, A. M	6	3	85	.....	13
16	College of Physicians and Surgeons	Keokuk, Iowa	1849	1849	J. C. Hughes, M. D., dean	8	2	230	115	115
17	Hospital College of Medicine (Central University).	Louisville, Ky	1874	1874	William H. Bolling, M. D	10	.....	75	.....	41

18	Kentucky School of Medicine	Louisville, Ky	1850	1851	E. S. Gaillard, A. M., M. D., LL. D., dean	9	......	85	......	80
19	Louisville Medical College	Louisville, Ky	1868	1869	E. S. Gaillard, A. M., M. D., LL. D., dean	8	......	150	......	70
20	Medical department of the University of Louisville.*	Louisville, Ky	1836	1837	J. M. Bodine, M. D., dean	14	0	273	......	113
21	Charity Hospital Medical College*	New Orleans, La	1874	1874	D. Warren Brickell, M. D., dean	15	......	......	......	9
22	Medical department of the University of Louisiana.	New Orleans, La	1835	1835	Tobias G. Richardson, M. D., dean	8	0	183	......	35
23	Medical School of Maine (Bowdoin College)	Brunswick, Me	1820	1820	Joshua L. Chamberlain, LL. D.	2	6	93	9	24
24	Portland School for Medical Instruction	Portland, Me	1858	1856	Horatio N. Small, M. D	11	......	23	8	......
25	College of Physicians and Surgeons	Baltimore, Md	1872	1872	Thomas Opie, M. D., dean	(14)		165	......	65
26	School of Medicine (University of Maryland)	Baltimore, Md	1807	1807	Samuel C. Chew, M. D., dean	10	......	132	......	50
27	School of Medicine (Washington University) *d*	Baltimore, Md	......	......	T. R. Brown, M. D., dean	......	......	......	......	......
28	Harvard Medical School* (Harvard University)	Boston, Mass	......	1782	Calvin Ellis, M. D., dean	(34)		231	101	36
29	Department of Medicine and Surgery (University of Michigan).	Ann Arbor, Mich	......	1849	Alonzo B. Palmer, M. A., M. D., dean	17	0	310	......	84
30	Detroit Medical College	Detroit, Mich	1867	1868	Edward W. Jenks, M. D	16	0	50	6	30
31	Medical College (University of the State of Mo.)	Columbia, Mo	1839	1873	Joseph G. Norwood, M. D., dean	8	2	22	......	5
32	Kansas City College of Physicians and Surgeons.*	Kansas City, Mo	1869	1869	S. S. Todd, M. D	8	0	22	0	16
33	St. Joseph Hospital Medical College	St. Joseph, Mo	......	1877	Charles F. Knight, M. D	10	......	17	5	5
34	Missouri Medical College	St. Louis, Mo. (Twenty-third street and Christy avenue).	1840	1840	P. Gervais Robinson, M. D., dean	15	......	245	......	68
35	St. Louis Medical College	St. Louis, Mo	1841	1842	John T. Hodgen, M. D., dean	22	......	178	......	51
36	New Hampshire Medical Institution (Dartmouth College).	Hanover, N. H	1769	1796	S. C. Bartlett, D. D., LL. D., president; C. P. Frost, M. D., dean.	1	7	96	23	22
37	Albany Medical College (Union University)	Albany, N. Y	1839	1838	Thomas Hun, M. D., dean	14	3	123	......	......
38	Medical department, University of Buffalo	Buffalo, N. Y	1846	1846	Thomas F. Rochester, M. D., dean	6	3	113	4	......
39	Bellevue Hospital Medical College	New York, N. Y	1861	1861	Isaac E. Taylor, M. D	25	0	419	......	......
40	College of Physicians and Surgeons (Columbia College).	New York, N. Y	1807	1807	Alonzo Clark, M. D., LL. D	31	0	413	142	118
41	Medical department, University of the City of New York.	New York, N. Y	......	1841	Charles Inslee Pardee, M. D., dean	26	......	512	......	157
42	Woman's Medical College of the New York Infirmary.	New York, N. Y. (128 Second avenue).	1864	1868	Samuel Willets, president board trustees.	0	16	45	4	12
43	Medical College of Syracuse University	Syracuse, N. Y	1872	1872	Frederick Hyde, M. D., dean	14	4	48	4	43
44	Cincinnati College of Medicine and Surgery	Cincinnati, Ohio	1851	1851	D. D. Bramble, M. D., dean	11	......	147	......	58
45	Medical College of Ohio	Cincinnati, Ohio	1819	1819	Roberts Bartholow, M. D., dean	15	0	303	......	80
46	Miami Medical College	Cincinnati, Ohio	1852	1852	John A. Murphy, M. D., dean	15	......	129	......	35
47	Cleveland Medical College* (Western Reserve College).	Cleveland, Ohio	1843	1843	John Bennett, M. D., dean	14	......	86	......	33
48	Medical department, Wooster University*	Cleveland, Ohio	1864	1864	Gustav C. E. Weber, M. D., dean	9	3	85	6	24
49	Columbus Medical College	Columbus, Ohio	1875	1875	D. N. Kinsman, M. D., dean	8	4	112	10	34
50	Starling Medical College	Columbus, Ohio	1847	1848	Joseph Sullivant, president; Francis Carter, M. D., dean.	10	3	65	9	15
51	Medical department, Willamette University*	Salem, Oreg	1853	1866	D. Payton, M. D., dean	7	1	33	......	6
52	Jefferson Medical College	Philadelphia, Pa	1826	1825	John B. Biddle, M. D., dean	44	......	598	......	198
53	Medical department, University of Pennsylvania	Philadelphia, Pa	1755	1765	Charles J. Stillé, LL. D., provost	52	0	375	39	124
54	Woman's Medical College of Pennsylvania*	Philadelphia, Pa	1850	1850	Rachel L. Bodley, A. M., dean	(15)		75	......	12
55	Medical College of the State of South Carolina	Charleston, S. C	1823	1824	John P. Chazal, M. D., dean	8	0	60	......	*e*19

*From Report of the Commissioner of Education for 1876.

a Matriculants; of these, 14 did not attend the course of lectures.

b Suspended in 1877; but will reopen November, 1878.

c Exclusive of 25 practitioners in partial attendance.

d The Washington University School of Medicine has since been merged in The College of Physicians and Surgeons under the title of the latter.

e Of these, 2 were graduates in pharmacy.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for 1877, &c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	President or dean.	Corps of instruction.		Students.		
						Resident professors and instructors.	Non-resident professors and lecturers.	Present number.	Present students who have received a degree in letters or science.	Graduates at the commencement of 1877.
	1	2	3	4	5	6	7	8	9	10
56	Medical department, University of Nashville	Nashville, Tenn	......	......		......	......		......	......
57	Medical department, Vanderbilt University*	Nashville, Tenn	......	1874	Thomas Menees, M. D., dean	(12)		115	......	46
58	Meharry Medical Department of Central Tennessee College.	Nashville, Tenn	......	......	Rev. J. Braden, D. D., president of college	......	......	......	......	......
59	Nashville Medical College	Nashville, Tenn	......	......	Prof. William P. Jones, M. D	......	......	......	......	......
60	Texas Medical College and Hospital*	Galveston, Tex	1871	1873	Sam. R. Burroughs, M. D., dean	4	3	18	......	12
61	Medical department, University of Vermont	Burlington, Vt	1791	1854	A. P. Grinnell, M. D., dean	6	12	92	4	33
62	Medical College of Virginia	Richmond, Va	1851	1851	James B. McCaw, M. D., dean	14	......	46	......	13
63	Medical School, University of Virginia	University of Virginia, Va	1819	1825	Jas. F. Harrison, M. D., chairman of faculty	5	......	48	......	13
64	Medical department, Georgetown University	Washington, D. C. (corner Tenth and E streets).	1815	1848	F. A. Ashford, M. D., dean	12	......	46	6	2
65	Medical department, Howard University	Washington, D. C	1865	1868	Gideon S. Palmer, M. D., dean	7	......	48	5	10
66	National Medical College of the Columbian University.	Washington, D. C	1821	1825	John C. Riley, M. D., dean	9	......	53	......	5
	2. *Eclectic.*									
67	College of American Medicine and Surgery *a*	Macon, Ga	1829	1829	A. L. Clinkscales, M. D., dean	......	......	......	......	......
68	Bennett Medical College	Chicago, Ill. (511 State street)	1869	1868	Milton Jay, M. D., dean	12	......	105	36	33
69	Eclectic Medical College of the City of New York	New York, N. Y. (1 Livingston place and East Fifteenth st.).	1865	1865	Robert S. Newton, M. D	8	1	107	6	26
70	Eclectic Medical Institute	Cincinnati, Ohio	1845	1843	John M. Scudder, M. D	8	......	267	......	121
	3. *Homœopathic.*									
71	Chicago Homœopathic College	Chicago, Ill. (200 Michigan av.)	1876	1876	J. S. Mitchell, A. M., M. D	13	......	107	15	15
72	Hahnemann Medical College	Chicago, Ill. (287 and 289 Cottage Grove avenue).	1855	1860	R. Ludlam, M. D., dean	8	3	*b*175	24	44
73	Boston University School of Medicine	Boston, Mass. (East Concord st.)	1869	1873	I. Tisdale Talbot, M. D., dean	20	4	176	72	45

74	Homœopathic Medical College (University of Michigan).	Ann Arbor, Mich	......	1875	Samuel A. Jones, M. D., dean	6	0	75	2	13
75	Homœopathic Medical College of Missouri	St. Louis, Mo	1857	1859	E. C. Franklin, M. D., dean	11	0	59	11	13
76	Missouri School of Midwifery and Diseases of Women and Children.	St. Louis, Mo. (3234 North Tenth street).	1876	1876	William C. Richardson, M. D., dean	1	4	12	0	92
77	St. Louis Homœopathic Medical College *c*	St. Louis, Mo. (2623 Morgan st.)	1875	1875	F. R. Moore, M. D	7	6	0	......	0
78	New York Homœopathic Medical College	New York, N. Y. (568 Fifth av.)	1860	1860	John W. Dowling, M. D., dean	(19)		150	......	39
79	New York Medical College and Hospital for Women.*	New York, N. Y. (northeast corner Lexington avenue and Thirty-seventh street).	1863	1863	D. E. Sackett, president trustees	0	12	50	2	4
80	Pulte Medical College	Cincinnati, Ohio (corner Seventh and Mound streets).	1872	1872	S. R. Beckwith, M. D	12	0	110	100	25
81	Homœopathic Hospital College	Cleveland, Ohio	1849	1849	N. Schneider, M. D	11	3	106	3	37
82	Hahnemann Medical College of Philadelphia	Philadelphia, Pa. (1105 Filbert street).	1848	1848	A. R. Thomas, M. D., dean	13	......	160	17	53
	II. DENTAL.									
83	New Orleans Dental College*	New Orleans, La	1867	1867	A. F. McLain, M. D., D. D. S., dean	10	......	5	......	1
84	Baltimore College of Dental Surgery	Baltimore, Md	1839	1840	Ferdinand J. S. Gorgas, A. M., M. D., D. D. S.	10	......	42	......	19
85	Maryland Dental College	Baltimore, Md	1873	1873	R. B. Winder, M. D., D. D. S., dean	11	7	20	3	17
86	Boston Dental College	Boston, Mass	1868	1868	I. J. Wetherbee, D. D. S., president; Elisha Chenery, M. D., dean.	13	......	25	2	21
87	Dental School of Harvard University	Boston, Mass	......	1868	T. H. Chandler, D. M. D., dean	13	0	16	0	8
88	Dental College of the University of Michigan	Ann Arbor, Mich	1875	1875	J. Taft, D. D. S., dean	8	3	43	......	12
89	Missouri Dental College	St. Louis, Mo	1876	1866	H. H. Mudd, M. D., dean	12	3	15	1	5
90	New York College of Dentistry	New York, N. Y. (corner Second avenue and Twenty-third st.).	1865	1866	Frank Abbott, M. D., dean	15	1	92	5	14
91	Ohio College of Dental Surgery	Cincinnati, Ohio	1845	1845	J. Taft, D. D. S., dean	7	0	20	6	8
92	Pennsylvania College of Dental Surgery	Philadelphia, Pa	1856	1856	Charles J. Essig, M. D., D. D. S., dean	6	19	157	3	35
93	Philadelphia Dental College	Philadelphia, Pa	1863	1863	Prof. J. H. McQuillen, M. D., D. D. S., dean.	29	1	118	2	......
	III. PHARMACEUTICAL.									
94	California College of Pharmacy	San Francisco, Cal. (southeast corner Clay and Kearny sts.).	1872	1872	Emlen Painter, dean	4	0	37	......	4
95	Chicago College of Pharmacy	Chicago, Ill. (79 Dearborn street)	1859	1860	M. W. Borland	5	0	61	......	5
96	School of Pharmacy, Iowa Wesleyan University*	Mt. Pleasant, Iowa	......	......	Rev. W. J. Spaulding, PH. D., act'g presid't	......	......	......	......	......
97	Louisville College of Pharmacy	Louisville, Ky	1873	1871	C. Lewis Diehl	3	......	*d*19	......	28
98	Maryland College of Pharmacy	Baltimore, Md	1841	1841	Joseph Roberts	3	......	64	......	11
99	Massachusetts College of Pharmacy	Boston, Mass	1852	1865	Samuel A. D. Sheppard	3	0	58	......	75
100	School of Pharmacy of the University of Mich	Ann Arbor, Mich	*e*1837	1868	A. B. Prescott, M. D., dean	9	......	69	......	28
101	St. Louis College of Pharmacy	St. Louis, Mo	1866	1866	Charles Bang	3	0	50	......	16
102	College of Pharmacy of the City of New York	New York, N. Y. (209 and 211 East Twenty-third street).	1831	1829	Ewen McIntyre	5	0	230	0	55
103	Cincinnati College of Pharmacy	Cincinnati, Ohio	1850	1871	George Eger	3	......	85	......	52
104	Philadelphia College of Pharmacy	Philadelphia, Pa	1822	1821	Dillwyn Parrish	0	3	318	......	88
105	Tennessee College of Pharmacy	Nashville, Tenn	1872	1873	Gen. E. Kirby Smith	6	......	12	2	2
106	National College of Pharmacy	Washington, D. C	1872	1873	John A. Milburn	3	0	23	......	5

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*From Report of the Commissioner of Education for 1876. *a* Suspended at the close of the session of 1876–'77. *b* These were for the winter term; there were 52 matriculates for the spring term. *c* There has been no regular session since that of 1875–'76. *d* 19 in practical botany. *e* University charter.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1877, *&c.*—Continued.

	Name.	Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Amount of—			Property, income, &c.				Date of next commencement.
				Number of volumes.	Number of pamphlets.	Increase of library in the last school year in books.	Matriculation fee.	Graduation fee.	Annual charge to each student for tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.	
	1	11	12	13	14	15	16	17	18	19	20	21	22	23
	I. MEDICAL AND SURGICAL.													
	1. *Regular.*													
1	College of Medicine, Southern University	......	......	......	......	......	......	......	......	......	......	......	......	
2	Medical College of Alabama	3	20	500	......	......	$5	$25	$50	$150, 000	......	......	......	November 14.
3	Medical College of the Pacific (University College).	3	*a*20	0	0	......	5	40	130	(*b*)	$0	$0	$5, 395	November.
4	Medical department, University of California.	......	40	......	......	......	5	40	130	75, 000	......	......	5, 000	November.
5	Medical Institution of Yale College	3	(*c*)	*2, 500	......	......	5	25	(*c*)	*200, 000	*30, 000	......	......	June 27.
6	Atlanta Medical College	3	20	800	......	......	5	30	50–60	25, 000	......	......	......	March 1.
7	Medical College of Georgia (University of Georgia).	2	16	4, 000	1, 000	......	5	30	50	30, 000	0	......	2, 187	March 1.
8	Savannah Medical College *d*	......	......	......	......	......	......	......	......	......	......	......	......	
9	Chicago Medical College (Northwestern University).	3	36	......	......	......	5	20	50	30, 000	......	......	6, 000	March 5.
10	Rush Medical College	3	*e*21	......	......	......	5	25	80	75, 000	14, 000	2, 300	28, 000	February 26.
11	Woman's Hospital Medical College*	3	33	50	75	......	5	20	50	......	......	......	......	February 28.
12	Medical College of Evansville	3	21	0	0	0	5	25	50	*f*500	0	0	2, 000	February 28.
13	College of Physicians and Surgeons*	2	16	0	0	......	5	25	40	4, 000	0	0	3, 000	March.
14	Indiana Medical College	2	16	3, 000	1, 500	......	10	25	60	*f*3, 000	......	500	2, 000	February 28.
15	Medical department of Iowa State University.	3	22	......	......	......	5	25	35	......	......	......	......	March 6.
16	College of Physicians and Surgeons	3	32	......	......	......	5	30	30	75, 000	......	......	12, 000	February 14.
17	Hospital College of Medicine (Central University).	3	20	......	......	......	5	30	50	10, 000	......	......	3, 500	March 1.

18	Kentucky School of Medicine	2	16	....	....	....	5	30	60	....	....	....	....	June.
19	Louisville Medical College	2	24	....	....	....	5	30	60	....	....	....	....	February.
20	Medical department of the University of Louisville.*	....	23	4,000	....	....	5	30	65	....	....	....	....	October.
21	Charity Hospital Medical College*	3	....	1,200	200	....	5	30	100	35,000	....	....	3,000	
22	Medical department of the University of Louisiana.	3	20	1,200	....	0	5	30	140	125,000	0	0	11,525	March 14.
23	Medical School of Maine (Bowdoin College).	3	16	4,500	....	....	5	20	75	25,000	2,500	130	5,616	July 9.
24	Portland School for Medical Instruction	3	32	160	....	....	....	....	60	....	....	....	1,359	June 12.
25	College of Physicians and Surgeons	....	....	....	....	....	5	20	135	....	....	....	....	
26	School of Medicine (University of Maryland).	2	20	400	....	....	5	30	120	90,000	....	....	9,400	March 1.
27	School of Medicine (Washington University). *g*	....	....	....	....	....	....	....	....	....	....	....	....	
28	Harvard Medical School* (Harvard University).	3	40	3,550	....	....	5	30	200	....	84,365	5,513	38,504	
29	Department of Medicine and Surgery (University of Michigan).	*h*3	39	*i*1,700	....	60	*j*10	10	*j*20	*k*200,000	....	....	....	June 26.
30	Detroit Medical College	3	40	....	....	....	5	25	40	30,000	....	....	4,381	
31	Medical College (University of the State of Missouri).	*l*3	36–40	....	....	....	....	5	40	*f*2,000	....	....	1,350	June 6.
32	Kansas City College of Physicians and Surgeons.*	2	21	100	150	0	5	20	65	*f*1,200	1,000	100	2,120	March 7.
33	St. Joseph Hospital Medical College	3	21	....	....	....	5	25	60	4,000	....	....	1,400	
34	Missouri Medical College	3	24	....	....	....	5	25	60	50,000	....	....	20,000	March 5.
35	St. Louis Medical College	2	*m*20	1,106	....	....	5	20	115	60,000	....	....	15,000	March 8.
36	New Hampshire Medical Institution (Dartmouth College).	3	42	1,200	....	....	5	25	117	25,000	1,200	72	....	June.
37	Albany Medical College (Union University)	3	*n*28	....	....	....	5	25	100	*k*50,000	5,000	350	....	January 29.
38	Medical department, University of Buffalo	3	16	....	....	....	5	25	100	30,000	0	0	7,902	February 26.
39	Bellevue Hospital Medical College	3	33	0	....	....	5	30	*o*140	....	....	....	....	
40	College of Physicians and Surgeons (Columbia College).	2	20	....	....	....	5	30	140, 150	150,000	0	0	35,045	March 1.
41	Medical department, University of the City of New York.	3	32	....	....	....	5	30	140	100,000	....	....	....	
42	Woman's Medical College of the New York Infirmary.	3	32	....	....	....	5	30	77	17,500	0	0	2,428	May 21.
43	Medical College of Syracuse University	3	34	....	....	....	5	25	100	20,000	0	0	3,500	October 3.
44	Cincinnati College of Medicine and Surgery	3	25	....	....	....	5	25	40	....	....	....	....	February 23.
45	Medical College of Ohio	3	20	(*p*)	....	....	5	25	40	....	0	0	....	February 27.
46	Miami Medical College	3	26–28	....	....	....	5	25	40	25,000	....	....	7,600	February 26.
47	Cleveland Medical College* (Western Reserve College).	*q*2	20	....	....	....	5	30	40	*r*75,000	....	....	....	

*From report of the Commissioner of Education for 1876. *a* Also an intermediate course of eight or ten lectures. *b* Reported with collegiate department (Table VI). *c* Lecture term, 4 months, tuition, $105; spring term, 4 months, tuition, $60. *d* Suspended in 1877, but will reopen November, 1878. *e* There is also a spring course of 16 weeks. *f* Value of apparatus. *g* The Washington University School of Medicine has since been merged in The College of Physicians and Surgeons under the title of the latter. *h* Two only demanded for graduation. *i* Also 2,400 in the general library, to which students have access. *j* For residents of Michigan; non-residents, $25. *k* Estimated. *l* Including two courses of lectures. *m* There is also a spring course of 11 weeks not estimated in the requirements for graduation. *n* Includes a spring course of 8 weeks, attendance upon which is optional. *o* For lectures of winter session. *p* The library of about 2,000 volumes has been turned over to public library. *q* With 3 years of study. *r* From a return for 1875.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1877, *&c.*—Continued.

	Name.	Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Amount of—			Property, income, &c.				Date of next commencement.
				Number of volumes.	Number of pamphlets.	Increase of library in the last school year in books.	Matriculation fee.	Graduation fee.	Annual charge to each student for tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.	
	1	11	12	13	14	15	16	17	18	19	20	21	22	23
48	Medical department, Wooster University*	3	20	......	......	......	$5	$30	$40	$40, 000	......	......	$4, 000	February 22.
49	Columbus Medical College	3	26	......	......	......	30	25	30	7, 000	$0	......	2, 800	February 27.
50	Starling Medical College	3	21	1, 500	1, 000	100	5	25	40	100, 000	0	$0	......	February 25.
51	Medical department, Willamette University.*	3	24	50	1, 000	......	5	30	120	2, 000	......	......	2, 500	June 18.
52	Jefferson Medical College	3	32	......	......	......	5	30	140	*a*250, 000	......	......	......	March 12.
53	Medical department, University of Pennsylvania.	3	*b*20	3, 000	......	......	5	30	150	*a*492, 000	*c*300, 000	0	41, 000	March 15.
54	Woman's Medical College of Pennsylvania*	3	32	......	......	......	5	30	105	*d*60, 000	*d*64, 250	*d*4, 612	......	March.
55	Medical College of the State of South Carolina.	3	20	......	......	......	5	30	50	50, 000	0	0	2, 800	March 5.
56	Medical department, University of Nashville.	......	......	......	......	......	......	......	......	......	......	......	......	
57	Medical department, Vanderbilt University.*	*e*2	21	......	......	......	......	30	55	......	......	......	......	February 22.
58	Meharry Medical Department of Central Tennessee College.	......	......	......	......	......	......	......	......	......	......	......	......	
59	Nashville Medical College	......	......	......	......	......	......	......	......	......	......	......	......	February 26.
60	Texas Medical College and Hospital*	4	25	40	30	......	5	30	120	......	......	......	3, 120	March 15.
61	Medical department, University of Vermont.	3	16	......	......	......	*f*5	25	70	......	0	0	......	June 27.
62	Medical College of Virginia	3	21	500	1, 000	......	5	30	120	50, 000	......	......	4, 000	March 1.
63	Medical School, University of Virginia	......	40	(*g*)	(*g*)	(*g*)	*h*30	15	110	......	......	......	......	June 27.
64	Medical department, Georgetown University.	3	*i*21	......	......	......	5	30	135	*j*1, 000	......	......	3, 500	April 19.
65	Medical department, Howard University	3	21	(*g*)	......	......	10	30	*k*5	(*g*)	(*g*)	(*g*)	(*g*)	March 4.

66	National Medical College of the Columbian University.	3	22	......	......	......	5	30	135	(g)	......	......	......	March 21.
	2. *Eclectic.*													
67	College of American Medicine and Surgery[l]	......	......	......	......	......	......	......	......	*20, 000	......	......	......	
68	Bennett Medical College	3	23	1, 000	500	200	5	25	50	50, 000	......	......	5, 000	February 21.
69	Eclectic Medical College of the City of New York.	3	......	......	......	......	......	......	105	30, 000	......	......	...h...	October 15.
70	Eclectic Medical Institute	3	32	......	......	......	5	25	70	80, 000	0	......	21, 690	
	3. *Homœopathic.*													
71	Chicago Homœopathic College	2	26	......	......	......	5	30	60	j2, 500	0	......	5, 500	
72	Hahnemann Medical College	2, 3	m22	0	0	......	5	25	50	50, 000	0	......	10, 000	February 21.
73	Boston University School of Medicine	3	32	2, 000	2, 000	200	5	30	100	120, 000	50, 000	2, 500	10, 000	March 6.
74	Homœopathic Medical College (University of Michigan).	3	40	(n)	......	......	o10	10	o20	......	......	......	......	March 27.
75	Homœopathic Medical College of Missouri	3	22	......	......	......	5	0	65	......	2, 000	0	1, 950	February 28.
76	Missouri School of Midwifery and Diseases of Women and Children.	1	14	0	0	0	0	0	75	3, 000	0	0	1, 500	June.
77	St. Louis Homœopathic Medical College[p]	1	24	0	0	0	5	30	......	......	0	0	......	
78	New York Homœopathic Medical College	3	22	......	......	......	5	30	125	......	0	0	11, 585	March.
79	New York Medical College and Hospital for Women.*	3	30	200	......	15	5	0	55	130, 000	3, 000	......	1, 000	April 9.
80	Pulte Medical College	3	36	260	100	80	5	30	50	50, 000	3, 000	221	8, 000	
81	Homœopathic Hospital College	q3	24	1, 000	......	......	5	30	75	30, 000	......	......	6, 000	
82	Hahnemann Medical College of Philadelphia.	3	20	2, 000	1, 000	......	5	30	100	50, 000	......	......	13, 680	March 11.
	II. DENTAL.													
83	New Orleans Dental College*	2	18	......	......	......	5	30	100	j750	......	......	500	March 19.
84	Baltimore College of Dental Surgery	2	r21	......	......	......	5	30	120	10, 000	......	......	5, 600	March 5.
85	Maryland Dental College	2	21	50	......	50	5	30	120	2, 500	0	0	4, 060	October 1.
86	Boston Dental College	3	16	78	......	3	5	30	105	j2, 000	0	0	4, 025	March 6.
87	Dental School of Harvard University	3	40	......	......	......	0	0	200, 150½	15, 000	0	0	4, 046	June 26.
88	Dental College of the University of Michigan.	3	26	150	100	75	25	10	25	10, 000	0	0	1, 400	March 28 and June 27.
89	Missouri Dental College	3	22	200	......	......	5	10	105	300	......	......	2, 000	March.
90	New York College of Dentistry	2	24	40	20	......	5	30	s100	j3, 500	0	0	7, 175	February.
91	Ohio College of Dental Surgery	2	22	50	200	6	5	30	100	12, 000	0	0	2, 340	March 6.
92	Pennsylvania College of Dental Surgery	2	......	......	......	......	5	30	100	......	......	......	10, 650	February 28.
93	Philadelphia Dental College	2–3	40	......	......	......	5	30	100	15, 000	......	......	......	February.
	III. PHARMACEUTICAL.													
94	California College of Pharmacy	t4	25	......	......	......	2½	10	50	......	......	......	798	Oct. or Nov.

*From Report of the Commissioner of Education for 1876. *a* Includes value of hospital. *b* Compulsory; also 20 weeks in which attendance is voluntary. *c* Of this $250,000 is the endowment fund of the University Hospital. *d* From a return for 1875. *e* With 3 years of study. *f* Payable each term. *g* Reported with classical department (Table IX). *h* Matriculation and library fee. *i* There is also a summer course of 12 weeks, supplementary. *j* Value of apparatus. *k* Incidental fee. *l* Suspended at the close of the session of 1876–'77. *m* There is also a spring course of 10 weeks. *n* See College of Medicine and Surgery, University of Michigan; library of medicine common to both schools. *o* For residents of Michigan; non-residents, $25. *p* There has been no regular session since that of 1875–'76. *q* Preparatory; also two full courses of lectures and in two different years. *r* Also a preliminary course of 24 weeks. *s* $150 if the student remain in the institution the entire year. *t* Includes two full courses of lectures.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1877, *&c.*—Continued.

	Name.	Number of years in full course of study.	Number of weeks in scholastic year.	Library.			Amount of—			Property, income, &c.				Date of next commencement.
				Number of volumes.	Number of pamphlets.	Increase of library in the last school year in books.	Matriculation fee.	Graduation fee.	Annual charge to each student for tuition.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition and other fees.	
	1	11	12	13	14	15	16	17	18	19	20	21	22	23
95	Chicago College of Pharmacy	2	22	1,000	....	0	4	5	36	$5,000	$0	$0	1,800	October 2.
96	School of Pharmacy, Iowa Wesleyan University.*	1	40	....	....	....	....	5	24	....	....	....	....	June 20.
97	Louisville College of Pharmacy	*a*3	22	....	....	....	5	10	30, 70	8,000	0	....	1,500	October 7.
98	Maryland College of Pharmacy	*b*2	24	425	30	15	4	10	36, 51	6,000	....	....	....	
99	Massachusetts College of Pharmacy	*b*2	20	300	500	20	4	10	45	*c*500	2,000	75	1,700	April.
100	School of Pharmacy of the University of Michigan.	2	39	(*d*)	....	....	*e*10	10	*e*20	....	....	(*d*)	(*d*)	June 27.
101	St. Louis College of Pharmacy	2	23	25	100	....	2	5	30	....	....	....	....	March.
102	College of Pharmacy of the City of New York.	2	21	1,271	237	91	2	10	36–85	....	22,800	2,300	9,400	March 19.
103	Cincinnati College of Pharmacy	4	23	150	365	....	5	10	20, 30	*c*500	460	....	3,500	March 21.
104	Philadelphia College of Pharmacy	2	21	2,258	100	125	4	10	36	76,000	16,000	1,550	....	March 15.
105	Tennessee College of Pharmacy	2	20	....	....	....	5	10	36–66	....	....	....	....	March 1.
106	National College of Pharmacy	*b*2	20	75	225	20	5	15	25	*f*2,000	0	0	1,050	April.

* From Report of the Commissioner of Education for 1876. *a* Includes a summer course. *b* With 4 years in dispensary store. *c* Value of apparatus. *d* Reported with University of Michigan (Table IX). *e* For residents of Michigan; non-residents, $25. *f* Value of furniture, library, and apparatus.

TABLE XIII.—*Memoranda.*

Name.	Location.	Remarks.
Transylvania Medical College (Kentucky University)	Lexington, Ky	Suspended.
Long Island College Hospital	Brooklyn, N. Y	No information received.

TABLE XIV.—*Summary of examinations for admission to the United States Military and Naval Academies for the year 1877.*

States and Territories.	UNITED STATES MILITARY ACADEMY.										UNITED STATES NAVAL ACADEMY.									
	Number of candidates.	Number accepted.	Number rejected.								Number of candidates.	Number accepted.	Number rejected.							
			Total.	On what account.									Total.	On what account.						
				Physical disability.	For deficiency in—									Physical disability.	For deficiency in—					
					Reading.	Writing and orthography.	Arithmetic.	Geography.	Grammar.	History.					Reading.	Writing and orthography.	Arithmetic.	Geography.	Grammar.	History. *a*
Alabama	3	2	1	..	..	....	1	1	....	....	6	1	5	0	0	2	5	2	2	..
Arkansas	3	0	3	..	..	2	1	2	....	1	2	1	1	0	0	0	1	1	0	..
California	3	2	1	..	..	....	1	1	1	....	1	1	0	0	0	0	0	0	0	..
Colorado	0	0	....	..	..	....	....	....	....	....	0	0	0	0	0	0	0	0	0	..
Connecticut	0	0	....	..	..	....	....	....	....	....	2	1	1	0	0	0	1	1	0	..
Delaware	0	0	....	..	..	....	....	....	....	....	1	1	0	0	0	0	0	0	0	..
Florida	2	2	....	..	..	....	....	....	....	....	0	0	0	0	0	0	0	0	0	..
Georgia	5	4	1	..	..	....	....	1	1	....	5	2	3	0	0	1	3	0	1	..
Illinois	13	4	9	..	..	4	5	3	5	4	7	6	1	0	0	0	1	0	0	..
Indiana	8	6	2	..	..	....	2	....	1	....	3	3	0	0	0	0	0	0	0	..
Iowa	6	3	3	..	..	2	2	2	2	2	2	0	2	0	0	1	2	1	1	..
Kansas	3	2	1	..	..	1	1	1	1	1	1	0	1	0	0	1	1	1	1	..
Kentucky	5	1	4	..	..	2	....	....	1	1	7	3	4	1	0	0	3	0	0	..
Louisiana	2	0	2	..	1	2	2	2	2	1	1	1	0	0	0	0	0	0	0	..
Maine	4	2	2	..	..	1	....	2	....	1	3	1	2	0	0	2	2	2	1	..
Maryland	7	3	4	..	..	2	4	1	1	1	4	2	2	1	0	0	1	0	0	..
Massachusetts	4	3	1	..	..	1	1	1	1	....	3	2	1	0	0	0	1	0	0	..
Michigan	6	4	2	..	..	2	1	1	1	....	1	1	0	0	0	0	0	0	0	..
Minnesota	1	1	....	..	..	....	....	....	....	....	1	1	0	0	0	0	0	0	0	..
Mississippi	6	2	4	..	1	2	4	3	2	3	2	1	1	0	0	1	1	0	1	..
Missouri	7	4	3	..	..	1	2	1	....	2	4	2	2	0	0	1	2	2	2	..
Nebraska	0	0	....	..	..	....	....	....	....	....	2	0	2	0	0	2	2	1	2	..
Nevada	0	0	....	..	..	....	....	....	....	....	0	0	0	0	0	0	0	0	0	..
New Hampshire	1	1	....	..	..	....	....	....	....	....	1	1	0	0	0	0	0	0	0	..
New Jersey	6	4	2	..	..	1	2	....	1	....	2	2	0	0	0	0	0	0	0	..
New York	16	12	4	..	..	2	2	....	1	1	14	7	7	2	0	4	5	2	3	..
North Carolina	8	2	5	1	..	2	5	2	1	3	7	1	6	0	0	3	6	2	2	..
Ohio	10	5	4	1	..	3	4	2	1	2	8	6	2	0	0	1	2	0	1	..
Oregon	1	0	1	..	..	....	....	1	....	1	0	0	0	0	0	0	0	0	0	..
Pennsylvania	9	5	4	..	..	....	3	2	1	2	18	10	8	2	0	3	5	2	3	..
Rhode Island	0	0	....	..	..	....	....	....	....	....	1	1	0	0	0	0	0	0	0	..
South Carolina	1	0	1	..	1	1	....	....	....	....	2	1	1	0	0	0	1	0	0	..
Tennessee	7	3	4	..	..	4	2	1	3	....	4	3	1	0	0	0	1	0	0	..
Texas	3	1	1	1	..	1	....	....	....	....	3	1	2	0	0	2	2	1	1	..
Vermont	1	1	....	..	..	....	....	....	....	....	2	1	1	1	0	0	0	0	0	..
Virginia	7	2	5	..	..	2	3	....	2	1	2	0	2	0	0	1	2	2	1	..
West Virginia	1	1	....	..	..	....	....	....	....	....	0	0	0	0	0	0	0	0	0	..
Wisconsin	3	1	2	..	..	....	2	....	1	....	2	2	0	0	0	0	0	0	0	..
Arizona	1	0	1	..	..	1	1	....	1	....	0	0	0	0	0	0	0	0	0	..
Dakota	0	0	....	..	..	....	....	....	....	....	1	1	0	0	0	0	0	0	0	..
District of Columbia	1	1	....	..	..	....	....	....	....	....	1	1	0	0	0	0	0	0	0	..
Idaho	1	1	....	..	..	....	....	....	....	....	0	0	0	0	0	0	0	0	0	..
Montana	1	0	1	..	..	....	1	....	1	....	1	1	0	0	0	0	0	0	0	..
New Mexico	1	1	....	..	..	....	....	....	....	....	0	0	0	0	0	0	0	0	0	..
Utah	0	0	....	..	..	....	....	....	....	....	1	1	0	0	0	0	0	0	0	..
Washington	2	1	....	..	..	1	1	....	1	....	0	0	0	0	0	0	0	0	0	..
Wyoming	2	1	1	..	..	....	....	1	....	....	3	1	2	1	0	1	0	0	1	..
Foreign	0	0	....	..	..	....	....	....	....	....	*b*3	*b*3	....	....	..	....	....	....	....	..
At large	10	5	5	..	1	1	4	1	1	....	11	9	2	0	0	1	2	1	1	..
Total	181	93	84	3	4	41	57	32	34	27	145	83	62	8	0	27	52	21	24	..

a Not examined in this branch.

b Japanese received under a resolution of Congress.

TABLE XV.—PART 1.—*Degrees conferred in 1877 by universities, colleges, scientific*

[The following are the explanations of abbreviations used in Part 1 of this table: L. B., Bachelor of
of Science; B. C. E., Bachelor of Civil Engineering; C. E., Civil Engineer; B. Agr., Bachelor of Agri
Mining Engineer; D. E., Dynamic Engineer; B. Arch., Bachelor of Architecture; Ph. B., Bachelor of
D. B., Bachelor of Divinity; D. D., Doctor of Divinity; M. D., Doctor of Medicine; D. D. S., Doctor of

NOTE.—0 shows that no degrees were

	Institutions and locations.	All classes.		Letters.				
		All degrees.			A. B.		A. M.	
		In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.	Honorary.
	1	2	3	4	5	6	7	8
1	State Agricultural and Mechanical College, Auburn, Ala	4	0	1	....	....	....	....
2	Howard College, Marion, Ala	3	0	....	3	....	....	....
3	Spring Hill College, near Mobile, Ala	a7	0	....	....	....	....	....
4	University of Alabama, Tuscaloosa, Ala	34	4	....	20	....	6	4
5	Arkansas College, Batesville, Ark	8	3	....	8	....	....	....
6	Cane Hill College, Boonsboro', Ark	6	....	....	6	....	....	....
7	Arkansas Industrial University, Fayetteville, Ark	....	2	....	....	....	....	1
8	Judson University, Judsonia, Ark	....	2	....	....	....	....	....
9	St. Ignatius College, San Francisco, Cal	3	....	....	2	....	1	....
10	St. Mary's College, San Francisco, Cal	11	0	....	5	....	....	....
11	Santa Clara College, Santa Clara, Cal	13	....	....	1	....	2	....
12	University of the Pacific, Santa Clara, Cal	14	2	....	....	....	6	1
13	Pacific Methodist College, Santa Rosa, Cal	b12	....	....	3	....	1	....
14	California College, Vacaville, Cal	0	3	....	....	....	....	....
15	Hesperian College, Woodland, Cal	6	....	....	c5	....	....	....
16	State School of Mines, Golden, Colo	0	0	....	....	....	....	....
17	Trinity College, Hartford, Conn	36	2	....	20	....	14	2
18	Wesleyan University, Middletown, Conn	56	8	....	27	....	29	3
19	Yale College, New Haven, Conn	220	....	....	116	....	....	....
20	Delaware College, Newark, Del	16	2	10	....	....	3	1
21	University of Georgia, Athens, Ga	54	2	....	9	....	1	....
22	Gainesville College, Gainesville, Ga	0	0	....	....	....	....	....
23	Mercer University, Macon, Ga	32	5	....	27	....	....	2
24	Emory College, Oxford, Ga	28	4	....	18	....	10	....
25	Illinois Wesleyan University, Bloomington, Ill	32	1	....	7	....	4	....
26	St. Viator's College, Bourbonnais Grove, Ill	5	....	....	3	....	2	....
27	Blackburn University, Carlinville, Ill	3	....	....	....	....	3	....
28	Carthage College, Carthage, Ill	9	0	....	6	....	....	....
29	St. Ignatius College, Chicago, Ill	4	0	....	4	....	....	....
30	University of Chicago, Chicago, Ill	64	5	....	8	....	8	2
31	Eureka College, Eureka, Ill	1	0	....	....	....	....	....
32	Northwestern University, Evanston, Ill	131	2	4	16	....	12	2
33	Knox College, Galesburg, Ill	26	0	....	11	....	5	....
34	Lombard University, Galesburg, Ill	7	1	h1	4	....	....	....
35	Illinois College, Jacksonville, Ill	5	8	....	3	....	1	2
36	McKendree College, Lebanon, Ill	33	3	....	4	....	1	....
37	Monmouth College, Monmouth, Ill	44	1	....	29	....	....	....
38	Northwestern College, Naperville, Ill	5	1	....	2	....	....	1
39	Augustana College, Rock Island, Ill	0	0	....	....	....	....	....
40	Shurtleff College, Upper Alton, Ill	21	5	....	6	....	3	2
41	Illinois Industrial University, Urbana, Ill	0	0	....	....	....	....	....
42	Westfield College, Westfield, Ill	10	....	....	2	....	2	....
43	Wheaton College, Wheaton, Ill	i9	2	....	5	....	2	2
44	Indiana University, Bloomington, Ind	18	0	....	14	....	....	....
45	Fort Wayne College, Fort Wayne, Ind	3	0	....	....	....	....	....
46	Franklin College, Franklin, Ind	8	....	....	3	....	1	....
47	Hanover College, Hanover, Ind	15	10	....	10	....	....	8
48	Hartsville University, Hartsville, Ind	6	0	....	3	....	....	....
49	Butler University, Irvington, Ind	7	3	....	3	....	1	1
50	Smithson College, Logansport, Ind	j5	....	....	1	....	1	....
51	Union Christian College, Merom, Ind	3	....	....	....	....	....	....
52	Moore's Hill College, Moore's Hill, Ind	8	1	....	....	....	1	....
53	Earlham College, Richmond, Ind	11	0	....	5	....	1	....
54	Ridgeville College, Ridgeville, Ind	2	....	....	1	....	....	....

a Degrees not specified.
b 2 are "mistress of arts" and 2 "mistress of science."
c These are "mistress of arts."

d Also 2 M. L.
e Ad eundem degree.
f This is "mistress of science."

and other professional schools, and by schools for the superior instruction of women.

Letters; A. B., Bachelor of Arts; A. M., Master of Arts; Sc. B., Bachelor of Science; Sc. M., Master culture; B. M. E., Bachelor of Mining Engineering; M. E., Mining Engineer; C. & M. E., Civil and Philosophy; Ph. D., Doctor of Philosophy; Mus. B., Bachelor of Music; Mus. D., Doctor of Music; Dental Surgery; Ph. G., Graduate in Pharmacy; LL. B., Bachelor of Laws; LL. D., Doctor of Laws].

conferred; .... indicates none returned.

Science.										Philosophy.				Art.		Theology.		Medicine.			Law.		
Sc. B.		Sc. M.								Ph. B.		Ph. D.											
In course.	Honorary.	In course.	Honorary.	In course, B. C. E. & C. E.	In course, B. Agr.	In course, B. M. E. & M. E.	In course, B. Arch.	In course, C. & M. E.	In course, D. E.	In course.	Honorary.	In course.	Honorary.	In course, Mus. B.	Honorary, Mus. D.	In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.	
9	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**	**31**	
....	....	....	....	3	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	2
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....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	3	....	....	....	....	....	5
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....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	7
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	2	....	....	....	....	....	8
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	9
6	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	10
6	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	11
4	....	....	....	....	....	....	....	....	....	4	....	....	....	....	....	....	1	....	....	....	....	....	12
4	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	13
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	2	....	....	....	....	1	14
1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	15
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	16
2	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	17
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	....	....	....	....	1	18
....	....	....	....	....	....	....	....	....	....	52	....	....	....	....	....	22	....	4	....	....	*d*26	....	19
....	....	....	....	....	....	....	....	....	....	3	....	....	....	....	....	....	....	....	....	....	....	1	20
3	....	....	....	5	2	....	....	....	....	3	....	....	....	....	....	....	*e*1	21	....	....	10	1	21
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	22
1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	3	....	....	....	4	....	23
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	....	....	....	....	....	24
8	....	....	....	....	....	....	....	....	....	3	....	1	....	....	....	....	1	....	....	....	9	....	25
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	26
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	27
3	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	28
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	29
1	....	2	....	....	....	....	....	....	....	4	....	....	....	....	....	....	2	....	....	....	41	1	30
....	....	*f*1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	31
2	....	....	....	2	....	....	....	....	....	7	....	....	....	....	....	....	....	*g*39	....	....	49	....	32
10	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	33
1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	....	....	....	34
1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	....	....	....	....	2	35
5	....	20	....	....	....	....	....	....	....	....	....	....	....	....	....	....	2	....	....	....	3	1	36
15	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	....	....	....	37
3	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	38
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	39
....	....	....	....	....	....	....	....	....	....	3	....	....	....	....	....	9	2	....	....	....	....	1	40
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	41
2	....	4	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	42
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	43
4	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	44
2	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	....	....	....	....	....	....	45
1	....	3	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	46
5	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	2	....	....	....	....	....	47
....	....	3	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	48
3	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	....	....	....	....	....	....	1	49
1	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	50
3	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	51
7	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	....	....	....	52
5	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	53
1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	54

g Includes 1 honorary M. D. and 1 ad eundem.
h This is "laureate of arts."

i Includes 2 laureate degrees.
j Includes those conferred in commercial course.

TABLE XV.—PART 1.—*Degrees conferred in*

NOTE.—0 shows that no degrees were

	Institutions and locations.	All classes.		Letters.				
		All degrees.			A. B.		A. M.	
		In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.	Honorary.
	1	2	3	4	5	6	7	8
55	Norwegian Luther College, Decorah, Iowa	9	0	....	9	....	....	....
56	University of Des Moines, Des Moines, Iowa	0	0	....	....	....	....	....
57	Upper Iowa University, Fayette, Iowa	5	1	....	....	....	1	....
58	Simpson Centenary College, Indianola, Iowa	43	1	....	13	....	7	....
59	Iowa State University, Iowa City, Iowa	*a*123	3	....	15	....	7	....
60	German College, Mt. Pleasant, Iowa	0	0	....	....	....	....	....
61	Iowa Wesleyan University, Mt. Pleasant, Iowa	34	0	....	13	....	12	....
62	Cornell College, Mt. Vernon, Iowa	36	1	....	10	....	9	....
63	Oskaloosa College, Oskaloosa, Iowa	*b*12	0	....	4	....	....	....
64	Penn College, Oskaloosa, Iowa	1	0	....	....	....	....	....
65	Central University of Iowa, Pella, Iowa	7	1	....	6	....	....	....
66	Tabor College, Tabor, Iowa	0	0	....	....	....	....	....
67	Western College, Western College, Iowa	14	......	....	3	....	7	....
68	Baker University, Baldwin City, Kans	2	2	....	1	....	....	....
69	Highland University, Highland, Kans	3	0	....	1	....	1	....
70	University of Kansas, Lawrence, Kans	10	0	....	6	....	....	....
71	Kansas State Agricultural College, Manhattan, Kans	4	0	....	....	....	....	....
72	St. Mary's College, St. Mary's, Kans	0	......	....	....	....	....	....
73	Washburn College, Topeka, Kans	0	0	....	....	....	....	....
74	St. Joseph's College, Bardstown, Ky	0	0	....	....	....	....	....
75	Berea College, Berea, Ky	2	......	....	2	....	....	....
76	Cecilian College, Cecilian Junction, Ky	6	......	*c*15	6	....	....	....
77	Centre College, Danville, Ky	12	2	....	11	....	1	1
78	Eminence College, Eminence, Ky	8	1	....	6	....	1	....
79	Kentucky Military Institute, Farmdale, Ky	*d*9	1	....	4	....	....	....
80	Georgetown College, Georgetown, Ky	9	1	....	7	....	....	....
81	Kentucky University, Lexington, Ky	*e*27	......	....	....	....	....	....
82	Kentucky Classical and Business College, North Middletown, Ky.	0	0	....	....	....	....	....
83	Bethel College, Russellville, Ky	3	2	....	3	....	....	....
84	Centenary College of Louisiana, Jackson, La	2	1	....	2	....	....	1
85	Jefferson College (St. Mary's), St. James, La	2	......	....	2	....	....	....
86	Bowdoin College, Brunswick, Me	87	*f*1	....	29	*f*1	20	....
87	Bates College, Lewiston, Me	3	......	....	(*g*)	....	(*g*)	....
88	Maine State College of Agriculture and Mechanic Arts, Orono, Me.	16	......	....	....	....	....	....
89	Colby University, Waterville, Me	24	4	....	19	....	5	3
90	St. John's College, Annapolis, Md	*i*4	1	....	*i*4	....	....	....
91	United States Naval Academy, Annapolis, Md	0	0	....	....	....	....	....
92	Johns Hopkins University, Baltimore, Md	0	0	....	....	....	....	....
93	Maryland Agricultural College, College Station, Md	6	0	....	....	....	3	....
94	Frederick College, Frederick, Md	0	0	....	....	....	....	....
95	Western Maryland College, Westminster, Md	6	2	....	....	....	6	1
96	Amherst College, Amherst, Mass	89	10	....	76	....	13	6
97	Massachusetts Agricultural College, Amherst, Mass	10	0	....	....	....	....	....
98	Boston University, Boston, Mass	153	0	....	25	....	1	....
99	Massachusetts Institute of Technology, Boston, Mass	......	0	....	....	....	....	....
100	Harvard University, Cambridge, Mass	322	6	....	170	....	9	2
101	Tufts College, College Hill, Mass	29	0	....	16	....	5	....
102	Williams College, Williamstown, Mass	44	6	....	35	....	9	....
103	College of the Holy Cross, Worcester, Mass	14	......	....	14	....	....	....
104	Worcester County Free Institute of Industrial Science, Worcester, Mass.	23	......	....	....	....	....	....
105	Adrian College, Adrian, Mich	5	2	....	....	....	1	....
106	University of Michigan, Ann Arbor, Mich	362	0	....	39	....	*k*24	....

a Includes 4 "bachelor of didactics."
b Includes 4 conferred on completion of normal course.
c Commercial diplomas.
d Includes 1 B. E. (bachelor of English) and 4 B. C. S. (bachelor of commercial science).
e Degrees not specified; also 40 on completion of commercial course.
f Ad eundem degree.
g These degrees conferred, but the number of each not specified.

1877 *by universities, colleges, &c.*—Continued.

conferred; .... indicates none returned.

Science.										Philosophy.				Art.		Theology.		Medicine.			Law.		
Sc. B.		Sc. M.								Ph. B.		Ph. D.											
In course.	Honorary.	In course.	Honorary.	In course, B. C. E. & C. E.	In course, B. Agr.	In course, B. M. E. & M. E.	In course, B. Arch.	In course, C. & M. E.	In course, D. E.	In course.	Honorary.	In course.	Honorary.	In course, Mus. B.	Honorary, Mus. D.	In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.	
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23	...	...	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	104
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11	...	*k*3	....	5	....	....	....	....	....	19	....	*l*4	....	....	....	....	....	97	10	*m*28	122	....	106

h These are "bachelor of mechanical engineering."
i After examination; none in course.
j These are D. D. M.
k Includes those conferred on examination.
l These are "master of philosophy."
m These are "pharmaceutical chemist."

TABLE XV.—PART 1.—*Degrees conferred in*

NOTE.—0 shows that no degrees were

	Institutions and locations.	All classes.		Letters.				
		All degrees.			A. B.		A. M.	
		In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.	Honorary.
	1	2	3	4	5	6	7	8
107	Hillsdale College, Hillsdale, Mich	16	6		7			4
108	Hope College, Holland City, Mich	8	0		4		4	
109	Kalamazoo College, Kalamazoo, Mich	5	0		1			
110	Michigan State Agricultural College, Lansing, Mich	15	1					
111	Olivet College, Olivet, Mich	8	2		2		2	
112	University of Minnesota, Minneapolis, Minn	16	0	3	9			
113	Carleton College, Northfield, Minn	4	0		3			
114	St. John's College, St. Joseph, Minn	*a*9	0					
115	Mississippi College, Clinton, Miss	10	0	2	3			
116	University of Mississippi, Oxford, Miss	5	6		4			
117	Alcorn University, Rodney, Miss	0	0					
118	St. Vincent's College, Cape Girardeau, Mo	*b*6	0		1		1	
119	University of the State of Missouri, Columbia, Mo	*c*50	1	2	4		3	
120	Central College, Fayette, Mo	4			1		1	
121	Lincoln College, Greenwood, Mo	2	0					
122	Woodland College, Independence, Mo	8			8			
123	William Jewell College, Liberty, Mo	2	2		2			
124	Baptist College, Louisiana, Mo	1					1	
125	St. Louis University, St. Louis, Mo	5	0		3		2	
126	Washington University, St. Louis, Mo	27	0				1	
127	Drury College, Springfield, Mo	2			1			
128	Central Wesleyan College, Warrenton, Mo	*d*3	*d*2					
129	Doane College, Crete, Nebr	3	0		3			
130	Nebraska College, Nebraska City, Nebr	2						
131	Dartmouth College, Hanover, N. H	39	9		(*e*)		(*e*)	6
132	Stevens Institute of Technology, Hoboken, N. J	10	1					
133	Rutgers College, New Brunswick, N. J	58			15		28	
134	College of New Jersey, Princeton, N. J	159	9		98		50	1
135	St. Stephen's College, Annandale, N. Y	14	1		10		4	
136	Wells College, Aurora, N. Y	5	0		2			
137	Brooklyn Collegiate and Polytechnic Institute, Brooklyn, N. Y.	1	0					
138	St. Lawrence University, Canton, N. Y	5	0		4			
139	Elmira Female College, Elmira, N. Y	8			8			
140	St. John's College, Fordham, N. Y	16	1		5		11	
141	Hobart College, Geneva, N. Y	5	1		1		4	
142	Madison University, Hamilton, N. Y	32	6		18		11	3
143	Cornell University, Ithaca, N. Y	67	0	3	9			
144	Ingham University, Le Roy, N. Y	14	2		14			2
145	College of St. Francis Xavier, New York, N. Y	24	0		18		6	
146	Columbia College, New York, N. Y	218	7		26		25	*i*1
147	Cooper Union Free Night Schools of Science and Art, New York, N. Y.	0	0					
148	University of the City of New York, New York, N. Y	237	6		10		1	
149	Vassar College, Poughkeepsie, N. Y	45	0		45			
150	University of Rochester, Rochester, N. Y	44	2		33		8	
151	Union University, Schenectady, N. Y	148	13		28			3
152	Syracuse University, Syracuse, N. Y	46	2		10		7	
153	University of North Carolina, Chapel Hill, N. C	5	10					5
154	Davidson College, Davidson College, N. C		3					
155	Rutherford College, Excelsior, N. C	0	4					2
156	North Carolina College, Mt. Pleasant, N. C	7	3		3		4	
157	Wake Forest College, Wake Forest, N. C	6	3	1	3		1	
158	Buchtel College, Akron, Ohio	11	3		1			1
159	Ohio University, Athens, Ohio	12			6		3	
160	Baldwin University, Berea, Ohio	9	1		6			
161	German Wallace College, Berea, Ohio	4	0		2			
162	St. Xavier College, Cincinnati, Ohio	11			7		4	

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a These are "master of accounts."
b Includes 4 conferred in commercial course.
c Includes 7 "bachelor of horticulture" and 1 "bachelor of pedagogics."
d Degrees not specified.
e These degrees conferred, but the number of each not specified.
f These are "mechanical engineer."

1877 *by universities, colleges, &c.*—Continued.

conferred; .... indicates none returned.

Science.										Philosophy.				Art.		Theology.		Medicine.			Law.		
Sc. B.		Sc. M.								Ph. B.		Ph. D.											
In course.	Honorary.	In course.	Honorary.	In course, B. C. E. & C. E.	In course, B. Agr.	In course, B. M. E. & M. E.	In course, B. Arch.	In course, C. & M. E.	In course, D. E.	In course.	Honorary.	In course.	Honorary.	In course, Mus. B.	Honorary, Mus. D.	In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL.B.	Honorary, LL.D.	
9	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**	**31**	
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g This is "doctor of science."
h These are M. Ph. (mistress of philosophy).
i Ad eundem degree.

j This is S. T. D. (doctor of sacred theology).
k Includes 2 honorary.
l These are degrees in painting.

TABLE XV.—PART 1.—*Degrees conferred in*

NOTE.—0 shows that no degrees were

	Institutions and locations.	All classes.		Letters.				
		All degrees.			A. B.		A. M.	
		In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.	Honorary.
	1	2	3	4	5	6	7	8
163	University of Cincinnati, Cincinnati, Ohio	7	0	....	5	....	....	....
164	Farmers' College, College Hill, Ohio	2	1	....	2	....	....	1
165	Ohio Wesleyan University, Delaware, Ohio	51	3	....	27	....	*a*21	1
166	Kenyon College, Gambier, Ohio	6	4	....	6	....	....	....
167	Denison University, Granville, Ohio	11	1	....	10	....	....	....
168	Hiram College, Hiram, Ohio	7	......	....	3	....	1	....
169	Western Reserve College, Hudson, Ohio	15	0	....	15	....	....	....
170	Marietta College, Marietta, Ohio	24	5	....	14	....	9	2
171	Franklin College, New Athens, Ohio	2	2	....	2	....	....	....
172	Muskingum College, New Concord, Ohio	11	1	....	5	....	....	....
173	Oberlin College, Oberlin, Ohio	30	0	....	22	....	....	....
174	McCorkle College, Sago, Ohio	2	......	....	2	....	....	....
175	One Study University, Scio, Ohio	6	2	....	....	....	6	1
176	Wittenberg College, Springfield, Ohio	19	5	....	9	....	....	....
177	Heidelberg College, Tiffin, Ohio	10	0	....	4	....	....	....
178	Urbana University, Urbana, Ohio	2	......	....	1	....	....	....
179	Otterbein University, Westerville, Ohio	13	2	....	4	....	4	1
180	Geneva College, West Geneva, Ohio	10	......	....	6	....	....	....
181	Willoughby College, Willoughby, Ohio	2	3	....	2	....	....	3
182	Wilberforce University, Xenia, Ohio	3	......	....	1	....	....	....
183	Antioch College, Yellow Springs, Ohio	3	0	....	3	....	....	....
184	Corvallis College, Corvallis, Oreg	5	......	....	....	....	1	....
185	Christian College, Monmouth, Oreg	9	......	....	2	....	1	....
186	Philomath College, Philomath, Oreg	6	0	....	....	....	*b*2	....
187	Willamette University, Salem, Oreg	14	1	....	7	....	....	....
188	Muhlenberg College, Allentown, Pa	17	1	....	10	....	7	1
189	Lebanon Valley College, Annville, Pa	11	1	*b*2	2	....	7	....
190	Dickinson College, Carlisle, Pa	16	3	....	11	....	5	1
191	Lafayette College, Easton, Pa	83	3	....	40	....	14	2
192	Ursinus College, Freeland (Collegeville post-office), Pa	8	......	....	6	....	....	....
193	Pennsylvania College, Gettysburg, Pa	39	3	....	24	....	15	1
194	Thiel College, Greenville, Pa	2	3	....	2	....	....	3
195	Haverford College, Haverford College, Pa	11	1	....	6	....	4	1
196	Monongahela College, Jefferson, Pa	5	1	....	1	....	2	....
197	Franklin and Marshall College, Lancaster, Pa	19	3	....	13	....	6	....
198	Allegheny College, Meadville, Pa	13	2	....	13	....	....	....
199	Mercersburg College, Mercersburg, Pa	6	......	....	6	....	....	....
200	Westminster College, New Wilmington, Pa	25	3	....	17	....	....	....
201	St. Joseph's College, Philadelphia, Pa	0	0	....	....	....	....	....
202	University of Pennsylvania, Philadelphia, Pa	204	5	....	21	....	12	....
203	Western University of Pennsylvania, Pittsburg, Pa	12	0	....	8	....	....	....
204	Lehigh University, South Bethlehem, Pa	*b*8	......	....	....	....	....	....
205	Pennsylvania State College, State College, Pa	3	......	....	3	....	....	....
206	Swarthmore College, Swarthmore, Pa	6	......	....	5	....	....	....
207	Augustinian College of St. Thomas of Villanova (Villanova post-office), Pa.	3	......	....	3	....	....	....
208	Washington and Jefferson College, Washington, Pa	21	3	....	12	....	4	....
209	Brown University, Providence, R. I	72	2	....	51	....	17	2
210	College of Charleston, Charleston, S. C	5	......	....	4	....	1	....
211	Erskine College, Due West, S. C	14	3	....	14	....	....	....
212	Newberry College, Newberry, S. C	5	0	....	5	....	....	....
213	Wofford College, Spartanburg, S. C	15	......	....	11	....	3	....
214	East Tennessee Wesleyan University, Athens, Tenn	*d*2	2	....	....	....	....	....
215	Beech Grove College, Beech Grove, Tenn	1	......	....	1	....	....	....
216	King College, Bristol, Tenn	3	0	....	3	....	....	....
217	Hiwassee College, Hiwassee College, Tenn	12	3	....	6	....	2	3
218	Southwestern Baptist University, Jackson, Tenn	1	......	....	1	....	....	....
219	East Tennessee University, Knoxville, Tenn	19	2	....	10	....	4	1
220	Cumberland University, Lebanon, Tenn	50	......	....	6	....	1	....
221	Bethel College, McKenzie, Tenn	1	1	....	....	....	....	....
222	Manchester College, Manchester, Tenn	1	......	....	....	....	1	....
223	Maryville College, Maryville, Tenn	5	1	....	5	....	....	....

a These are M. L. A.

b These are "mistress of art."

1877 *by universities, colleges, &c.*—Continued.

conferred; .... indicates none returned.

Science.										Philosophy.				Art.		Theology.		Medicine.			Law.		
Sc. B.		Sc. M.								Ph. B.		Ph. D.											
In course.	Honorary.	In course.	Honorary.	In course, B. C. E. & C. E.	In course, B. Agr.	In course, B. M. E. & M. E.	In course, B. Arch.	In course, C. & M. E.	In course, D. E.	In course.	Honorary.	In course.	Honorary.	In course, Mus. B.	Honorary, Mus. D.	In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.	
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c Include one degree of "analytical chemist."

d These are M. E. L.

TABLE XV.—PART 1.—*Degrees conferred in*

NOTE.—0 shows that no degrees were

	Institutions and locations.	All classes.		Letters.				
		All degrees.			A. B.		A. M.	
		In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.	Honorary.
	1	2	3	4	5	6	7	8
224	Christian Brothers' College, Memphis, Tenn	*a*2	......	....	1	....	1	....
225	Mosheim Institute, Mosheim, Tenn	4	0	....	4	....	....	....
226	Mossy Creek Baptist College, Mossy Creek, Tenn	6	1	....	4	....	2	....
227	Central Tennessee College, Nashville, Tenn	0	1	....	....	....	....	....
228	Fisk University, Nashville, Tenn	3	0	....	2	....	....	....
229	Vanderbilt University, Nashville, Tenn	62	......	....	1	....	....	....
230	University of the South, Sewanee, Tenn	4	1	....	1	....	....	....
231	Greeneville and Tusculum College, Tusculum, Tenn	3	3	....	3	....	....	2
232	Texas Military Institute, Austin, Tex	(*c*)	0	....	....	....	....	....
233	Baylor University, Independence, Tex	10	0	....	4	....	....	....
234	Mansfield Male and Female College, Mansfield, Tex	9	......	....	9	....	....	....
235	Waco University, Waco, Tex	13	2	....	7	....	....	....
236	University of Vermont and State Agricultural College, Burlington, Vt.	49	4	....	8	....	2	2
237	Middlebury College, Middlebury, Vt	19	5	....	13	....	6	2
238	Norwich University, Northfield, Vt	*d*3	......	....	....	....	....	....
239	Randolph Macon College, Ashland, Va	1	......	....	....	....	1	....
240	Virginia Agricultural and Mechanical College, Blacksburg, Va	(*e*)	0	....	....	....	....	....
241	Hampden Sidney College, Hampden Sidney, Va	12	0	....	12	....	....	....
242	Hampton Normal and Agricultural Institute, Hampton, Va	(*f*)	0	....	....	....	....	....
243	Virginia Military Institute, Lexington, Va	*g*33	......	....	....	....	....	....
244	Washington and Lee University, Lexington, Va	24	......	....	5	....	5	....
245	Richmond College, Richmond, Va	0	......	....	....	....	....	....
246	University of Virginia, University of Virginia, Va	37	0	....	1	....	2	....
247	College of William and Mary, Williamsburg, Va	3	4	....	2	....	....	....
248	West Virginia College, Flemington, W. Va	0	0	....	....	....	....	....
249	West Virginia University, Morgantown, W. Va	9	......	....	6	....	....	....
250	Lawrence University, Appleton, Wis	16	2	....	....	....	2	....
251	Beloit College, Beloit, Wis	26	......	....	21	....	5	....
252	University of Wisconsin, Madison, Wis	42	......	2	5	....	....	....
253	Milton College, Milton, Wis	9	1	....	....	....	5	....
254	Racine College, Racine, Wis	9	5	....	4	....	5	....
255	Ripon College, Ripon, Wis	12	0	....	7	....	3	....
256	Georgetown University, Georgetown, D. C	24	3	....	6	1	3	....
257	Columbian University, Washington, D. C	......	1	....	(*j*)	....	(*j*)	....
258	Howard University, Washington, D. C	3	0	....	3	....	....	....
259	National Deaf-Mute College, Washington, D. C	3	1	....	2	....	....	....
260	Holy Angels' College, Vancouver, Wash. Ter	0	......	....	....	....	....	....

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a Also 4 diplomas to young men as "accountants."
b This is D. C. L.
c Degree of "graduate" on five students.
d Degrees not specified.
e 9 "graduate in agriculture" and 7 "graduate in agriculture and mechanics."

1877 *by universities, colleges, &c.*—Continued.

conferred; .... indicates none returned.

Science.										Philosophy.				Art.		Theology.		Medicine.			Law.		
Sc. B.		Sc. M.								Ph. B.		Ph. D.											
In course.	Honorary.	In course.	Honorary.	In course, B. C. E. & C. E.	In course, B. Agr.	In course, B. M. E. & M. E.	In course, B. Arch.	In course, C. & M. E.	In course, D. E.	In course.	Honorary.	In course.	Honorary.	In course, Mus. B.	Honorary, Mus. D.	In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
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3	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	....	....	....	253
....	....	....	....	....	....	....	....	....	....	....	....	....	....	2	....	....	*i*3	....	....	....	....	....	254
2	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	255
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	15	2	256
(*i*)	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	(*j*)	1	257
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	258
....	....	....	....	....	....	....	....	....	....	1	....	....	1	....	....	....	....	....	....	....	....	....	259
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	260

f There were 52 graduates.
g These are "graduate Virginia Military Institute."
h This is B. M. M. (bachelor of mining and metallurgy).
i These are S. T. D.
j These degrees conferred, but the number of each not specified.

TABLE XV.—PART 2.—*Degrees conferred in 1877 by professional schools not connected with universities and colleges.*

[The following are the explanations of abbreviations used in Part 2 of this table: D. B., Bachelor of Divinity; D. D., Doctor of Divinity; M. D., Doctor of Medicine; D. D. S., Doctor of Dental Surgery; Ph. G., Graduate in Pharmacy; LL. B., Bachelor of Laws; LL. D., Doctor of Laws.]

	Institutions and locations.	Degrees of all classes in course.	Theology.		Medicine.			Law.	
			In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.
	1	2	3	4	5	6	7	8	9
	SCHOOLS OF THEOLOGY.								
1	Theological Department of Talladega College, Talladega, Ala.	3	3	......	......	......	......	......	......
2	Pacific Theological Seminary, Oakland, Cal	0	......	......	......	......	......	......	......
3	San Francisco Theological Seminary, San Francisco, Cal.	3	3	......	......	......	......	......	......
4	Theological Institute of Connecticut, Hartford, Conn.	a5	......	......	......	......	......	......	......
5	Berkeley Divinity School, Middletown, Conn	a8	......	......	......	......	......	......	......
6	Augusta Institute, Augusta, Ga	0	......	......	......	......	......	......	......
7	Baptist Union Theological Seminary, Chicago, Ill	a18	......	......	......	......	......	......	......
8	Chicago Theological Seminary, Chicago, Ill	10	10	......	......	......	......	......	......
9	Presbyterian Theological Seminary of the Northwest, Chicago, Ill.	a12	......	......	......	......	......	......	......
10	Garrett Biblical Institute, Evanston, Ill	5	5	......	......	......	......	......	......
11	Wartburg Seminary, Mendota, Ill	0	......	......	......	......	......	......	......
12	Augustana Theological Seminary, Rock Island, Ill	a10	......	......	......	......	......	......	......
13	Concordia College, Springfield, Ill	0	......	......	......	......	......	......	......
14	Danville Theological Seminary, Danville, Ky	a4	......	......	......	......	......	......	......
15	Southern Baptist Theological Seminary, Louisville, Ky	a5	......	......	......	......	......	......	......
16	Bangor Theological Seminary, Bangor, Me	0	......	......	......	......	......	......	......
17	Centenary Biblical Institute, Baltimore, Md	0	......	......	......	......	......	......	......
18	Theological Seminary, Andover, Mass	a20	......	......	......	......	......	......	......
19	Episcopal Theological School, Cambridge, Mass	8	8	......	......	......	......	......	......
20	Newton Theological Institution, Newton Centre, Mass.	a16	......	......	......	......	......	......	......
21	Concordia College, St. Louis, Mo	38	38	......	......	......	......	......	......
22	German Theological School of Newark, N. J., Bloomfield, N. J.	0	......	......	......	......	......	......	......
23	Drew Theological Seminary, Madison, N. J.	a35	......	......	......	......	......	......	......
24	Theological Seminary of the Reformed Church in America, New Brunswick, N. J.	a12	......	......	......	......	......	......	......
25	Theological Seminary of the Presbyterian Church, Princeton, N. J.	a38	......	......	......	......	......	......	......
26	Auburn Theological Seminary, Auburn, N. Y	a15	......	......	......	......	......	......	......
27	The Tabernacle Lay College, Brooklyn, N. Y	a16	......	......	......	......	......	......	......
28	Newburgh Theological Seminary, Newburgh, N. Y	a2	......	......	......	......	......	......	......
29	General Theological Seminary, New York, N. Y	a18	b1	......	......	......	......	......	......
30	Union Theological Seminary, New York, N. Y	a46	......	......	......	......	......	......	......
31	Rochester Theological Seminary, Rochester, N. Y	a25	......	......	......	......	......	......	......
32	Seminary of Our Lady of Angels, Suspension Bridge, N. Y.	a15	......	......	......	......	......	......	......
33	St. Joseph's Provincial Seminary, Troy, N. Y	c11	......	......	......	......	......	......	......
34	Lane Theological Seminary, Cincinnati, Ohio	0	......	......	......	......	......	......	......
35	St. Mary's Theological Seminary, Cleveland, Ohio	a28	......	......	......	......	......	......	......
36	Union Biblical Seminary, Dayton, Ohio	a6	......	......	......	......	......	......	......
37	Heidelberg Theological Seminary, Tiffin, Ohio	0	......	......	......	......	......	......	......
38	United Presbyterian Theological Seminary, Xenia, Ohio.	a10	......	......	......	......	......	......	......
39	Theological Seminary of the United Presbyterian Church, Allegheny City, Pa.	a24	......	......	......	......	......	......	......
40	Western Theological Seminary, Allegheny City, Pa	0	......	......	......	......	......	......	......
41	Moravian Theological Seminary, Bethlehem, Pa	d12	10	......	......	......	......	......	......
42	Theological Seminary of the Evangelical Lutheran Church, Gettysburg, Pa.	a10	......	......	......	......	......	......	......
43	Theological Seminary of the Reformed Church, Lancaster, Pa.	a13	......	......	......	......	......	......	......
44	Meadville Theological Seminary, Meadville, Pa	2	2	......	......	......	......	......	......
45	Divinity School of the P. E. Church, Philadelphia, Pa.	a4	......	......	......	......	......	......	......
46	Theological Seminary of the Evangelical Lutheran Church, Philadelphia, Pa.	a14	......	......	......	......	......	......	......
47	Crozer Theological Seminary, Upland, Pa	(e)	......	......	......	......	......	......	......
48	Theological Seminary of the Presbyterian Church, Columbia, S. C.	a9	......	......	......	......	......	......	......

a Number of graduates reported.
b This was "bachelor of sered theology."
c Number ordained during athe year.
d Includes 2 A. M.
e There were 11 full graduates; also 4 partial.

TABLE XV.—PART 2.—*Degrees conferred in* 1877 *by professional schools, &c.*— Continued.

	Institutions and locations.	Degrees of all classes in course.	Theology.		Medicine.			Law.	
			In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.
	1	2	3	4	5	6	7	8	9
49	Union Theological Seminary, Hampden Sidney, Va	*a*26	......	......	......	....	....	....	....
50	Protestant Episcopal Theological Seminary, Theological Seminary, Va.	*a*10	......	......	......	....	....	....	....
51	Nashotah House, Nashotah, Wis	7	7	......	......	....	....	....	....
52	Seminary of St. Francis of Sales, St. Francis Station, Wis	*a*22	......	......	......	....	....	....	....
53	Wayland Seminary, Washington, D. C	*a*12	......	......	......	....	....	....	....
	SCHOOLS OF LAW.								
54	Union College of Law of the University of Chicago and the Northwestern University, Chicago, Ill.	41	......	......	......	....	....	41	....
55	School of Law of the University of Maryland, Baltimore, Md.	21	......	......	......	....	....	21	....
56	Law School of the Cincinnati College, Cincinnati, Ohio	26	......	......	......	....	....	26	....
	SCHOOLS OF MEDICINE.								
57	Medical College of Alabama, Mobile, Ala	15	......	......	15	....	....	....	....
58	Medical College of the Pacific, San Francisco, Cal	13	......	......	13	....	....	....	....
59	Medical Department, University of California,*b* San Francisco, Cal.	15	......	......	15	....	....	....	....
60	Atlanta Medical College, Atlanta, Ga	22	......	......	22	....	....	....	....
61	Rush Medical College, Chicago, Ill	117	......	......	117	....	....	....	....
62	Medical College of Evansville, Evansville, Ind	8	......	......	8	....	....	....	....
63	Indiana Medical College, Indianapolis, Ind	28	......	......	28	....	....	....	....
64	College of Physicians and Surgeons, Keokuk, Iowa	*c*117	......	......	*c*117	....	....	....	....
65	Hospital College of Medicine,*d* Louisville, Ky	20	......	......	20	....	....	....	....
66	Kentucky School of Medicine, Louisville, Ky	80	......	......	80	....	....	....	....
67	Louisville Medical College, Louisville, Ky	70	......	......	70	....	....	....	....
68	Medical Department of the University of Louisiana, New Orleans, La.	*e*35	......	......	*e*35	....	....	....	....
69	College of Physicians and Surgeons, Baltimore, Md	65	......	......	65	....	....	....	....
70	University of Maryland, School of Medicine, Baltimore, Md.	50	......	......	50	....	....	....	....
71	Detroit Medical College, Detroit, Mich	30	......	......	30	....	....	....	....
72	St. Joseph Hospital Medical College, St. Joseph, Mo	5	......	......	5	....	....	....	....
73	Missouri Medical College, St. Louis, Mo	*f*73	......	......	*f*73	....	....	....	....
74	St. Louis Medical College, St. Louis, Mo	51	......	......	51	....	....	....	....
75	Medical Department, University of Buffalo, Buffalo, N. Y.	31	......	......	31	....	....	....	....
76	Bellevue Hospital Medical College, New York, N. Y	130	......	......	130	....	....	....	....
77	Woman's Medical College of the New York Infirmary, New York, N. Y.	12	......	......	12	....	....	....	....
78	Cincinnati College of Medicine and Surgery, Cincinnati, Ohio.	58	......	......	58	....	....	....	....
79	Medical College of Ohio, Cincinnati, Ohio	80	......	......	80	....	....	....	....
80	Miami Medical College, Cincinnati, Ohio	35	......	......	35	....	....	....	....
81	Columbus Medical College, Columbus, Ohio	34	......	......	34	....	....	....	....
82	Starling Medical College, Columbus, Ohio	*g*16	......	......	*g*16	....	....	....	....
83	Jefferson Medical College, Philadelphia, Pa	198	......	......	198	....	....	....	....
84	Medical College of the State of South Carolina, Charleston, S. C.	*h*19	......	......	17	....	2	....	....
85	Medical College of Virginia, Richmond, Va	13	......	......	13	....	....	....	....
86	College of American Medicine and Surgery, Macon, Ga	4	......	......	4	....	....	....	....
87	Bennett Medical College, Chicago, Ill	33	......	......	33	....	....	....	....
88	Eclectic Medical College of the City of New York, New York, N. Y.	26	......	......	26	....	....	....	....
89	Eclectic Medical Institute, Cincinnati, Ohio	121	......	......	121	....	....	....	....
90	Chicago Homœopathic College, Chicago, Ill	15	......	......	15	....	....	....	....
91	Hahnemann Medical College, Chicago, Ill	44	......	......	44	....	....	....	....
92	Homœopathic Medical College of Missouri, St. Louis, Mo.	13	......	......	13	....	....	....	....

a Number of graduates reported.
b The only department reporting degrees conferred.
c Includes 1 ad eundem.
d Is the medical department of Central University, but the only department reporting degrees.
e Includes degrees of "master in pharmacy."
f Includes 3 ad eundem and 2 honorary.
g Includes 1 honorary.
h Also 1 license to practice conferred.

TABLE XV.—PART 2.—*Degrees conferred in 1877 by professional schools, &c.*—Continued.

	Institutions and locations.	Degrees of all classes in course.	Theology.		Medicine.			Law.	
			In course, D. B.	Honorary, D. D.	In course, M. D.	In course, D. D. S.	In course, Ph. G.	In course, LL. B.	Honorary, LL. D.
	1	2	3	4	5	6	7	8	9
93	Missouri School of Midwifery and Diseases of Women and Children, St. Louis, Mo.	*a*10							
94	New York Homœopathic Medical College, New York, N. Y.	39			39				
95	Pulte Medical College, Cincinnati, Ohio	25			25				
96	Homœopathic Hospital College, Cleveland, Ohio	38			38				
97	Hahnemann Medical College, Philadelphia, Pa	*b*53			*b*53				
98	Baltimore College of Dental Surgery, Baltimore, Md	19				19			
99	Maryland Dental College, Baltimore, Md	17				17			
100	Boston Dental College, Boston, Mass	21				21			
101	Missouri Dental College, St. Louis, Mo	5				5			
102	New York College of Dentistry, New York, N. Y	14				14			
103	Ohio College of Dental Surgery, Cincinnati, Ohio	8				8			
104	Pennsylvania College of Dental Surgery, Philadelphia, Pa.	34				34			
105	Philadelphia Dental College, Philadelphia, Pa	40				40			
106	California College of Pharmacy, San Francisco, Cal	4					4		
107	Chicago College of Pharmacy, Chicago, Ill	5					5		
108	Louisville College of Pharmacy, Louisville, Ky	5					5		
109	Maryland College of Pharmacy, Baltimore, Md	11					11		
110	Massachusetts College of Pharmacy, Boston, Mass	75					75		
111	St. Louis College of Pharmacy, St. Louis, Mo	16					16		
112	College of Pharmacy of the City of New York, New York, N. Y.	55					55		
113	Cincinnati College of Pharmacy, Cincinnati, Ohio	13					13		
114	Philadelphia College of Pharmacy, Philadelphia, Pa	88					88		
115	Tennessee College of Pharmacy, Nashville, Tenn	*c*2					*c*2		
116	National College of Pharmacy, Washington, D. C	*d*5					*d*5		

a Doctor of midwifery.
b Includes 2 honorary.
c These are "pharmacal chemist."
d These are "doctor of pharmacy."

TABLE XV.—PART 3.—*Degrees conferred in* 1877 *by schools for the superior instruction of women.*

[The following are the explanations of abbreviations used in Part 3 of this table: A. B., Graduate in Arts; A. M., Mistress of Arts; B. L. A., Graduate in Liberal Arts; B. L., Graduate in Letters; M. L. A., Mistress of Liberal Arts; M. E. L., Mistress of English Literature; M. Ph., Mistress of Philosophy; M. P. L., Mistress of Polite Literature; B. Sc., Graduate in Science; Mis. Mus., Mistress of Music.]

	Institutions and locations.	All degrees.		A. B.	A. M.	B. L. A.	B. L.	M. L. A.	M. E. L.	M. Ph.	M. P. L.	B. Sc.	Mis. Mus.
		In course.	Honorary.										
	1	2	3	4	5	6	7	8	9	10	11	12	13
1	Union Female College, Eufaula, Ala	8			8								
2	Florence Synodical Female College, Florence, Ala.	9						9					
3	Marion Female Seminary, Marion, Ala	10			10								
4	Alabama Central Female College, Tuscaloosa, Ala.	*a*9											
5	Alabama Conference Female College, Tuskegee, Ala.	8							8				
6	Wesleyan Female College, Wilmington, Del.	19		12					7				
7	Lucy Cobb Institute, Athens, Ga	12					9		3				
8	Southern Masonic Female College, Covington, Ga.	8		8									
9	Dalton Female College, Dalton, Ga	11							11				
10	Monroe Female College, Forsyth, Ga	12		12									
11	Griffin Female College, Griffin, Ga	11			11								
12	Wesleyan Female College, Macon, Ga	37		28	9								
13	College Temple, Newnan, Ga	12			12								
14	Young Female College, Thomasville, Ga	10		10									
15	Highland College for Women, Highland Park, Ill.	7					7						
16	Illinois Female College, Jacksonville, Ill	16						6	10				
17	St. Mary's School, Knoxville, Ill	2		2									
18	De Pauw Female College, New Albany, Ind.	7							7				
19	College of the Sisters of Bethany, Topeka, Kans.	6	*b*1	6									
20	Bethel Female College, Hopkinsville, Ky	8			4							4	
21	Lexington Baptist Female College, Lexington, Ky.	9			9								
22	Millersburg Female College, Millersburg, Ky.	11			1				10				
23	Mt. Sterling Female College, Mt. Sterling, Ky.	6							6				
24	Bourbon Female College, Paris, Ky	7			7								
25	Logan Female College, Russellville, Ky	2			1				1				
26	Shelbyville Female College, Shelbyville, Ky.	6			6								
27	Stanford Female College, Stanford, Ky	3		1					2				
28	Silliman Female Collegiate Institute, Clinton, La.	3							3				
29	Mansfield Female College, Mansfield, La	5			2				3				
30	Maine Wesleyan Seminary and Female College, Kent's Hill, Me.	8		4	4								
31	Waterville Classical Institute, Waterville, Me.	6					6						
32	Baltimore Female College, Baltimore, Md	9		2	3				4				
33	Minneapolis Female Seminary, Minneapolis, Minn.	9			2							7	
34	Whitworth Female College, Brookhaven, Miss.	21			1				20				
35	Franklin Female College, Holly Springs, Miss.	4			4								
36	Meridian Female College, Meridian, Miss	6							6				
37	Union Female College, Oxford, Miss	11			6							5	
38	Stephens College, Columbia, Mo	0											
39	Independence Female College, Independence, Mo.	4										4	
40	St. Louis Seminary, Jennings, Mo	*c*1											
41	Central Female College, Lexington, Mo	4							4				
42	St. Joseph Female College, St. Joseph, Mo.	2						2					
43	New Hampshire Conference Seminary and Female College, Tilton, N. H.	8						8					

a With the degree of graduate. *b* The degree of D. D. *c* Degree not specified.

TABLE XV.—PART 3.—*Degrees conferred in* 1877 *by schools, &c.*—Continued.

	Institutions and locations.	All degrees.		A. B.	A. M.	B. L. A.	B. L.	M. L. A.	M. E. L.	M. Ph.	M. P. L.	B. Sc.	Mis. Mus.
		In course.	Honorary.										
	1	2	3	4	5	6	7	8	9	10	11	12	13
44	Tilden Ladies' Seminary, West Lebanon, N. H.	[a]10											
45	Bordentown Female College, Bordentown, N. J.	4							4				
46	Wesleyan Female College, Murfreesboro', N. C.	17		14					3				
47	Thomasville Female College, Thomasville, N. C.	8		2			6						
48	Cincinnati Wesleyan College, Cincinnati, Ohio.			([b])								([b])	
49	Glendale Female College, Glendale, Ohio.	11		11									
50	Highland Institute, Hillsboro', Ohio	6						6					
51	Hillsboro' Female College, Hillsboro', Ohio.	2							2				
52	Pennsylvania Female College, Collegeville, Pa.			([b])	([b])							([b])	
53	Irving Female College, Mechanicsburg, Pa.	4		3					1				
54	Pittsburgh Female College, Pittsburgh, Pa.	[c]10						4	5				
55	Due West Female College, Due West, S. C.	13		13									
56	Williamston Female College, Williamston, S C.	7				7							
57	Wesleyan Female College, Brownsville, Tenn.	[d]7							6				
58	Bellevue Female College, Collierville, Tenn.	4							4				
59	Cumberland Female College, McMinnville, Tenn.	4			4								
60	State Female College, Memphis, Tenn.	19			7				12				
61	Murfreesboro' Female Institute, Murfreesboro', Tenn.	9			6				3				
62	Soule Female College, Murfreesboro', Tenn.	14			14								
63	W. E. Ward's Seminary for Young Ladies, Nashville, Tenn.	42			42								
64	Martin College, Pulaski, Tenn	[e]7			1								
65	Rogersville Female College, Rogersville, Tenn.	7									7		
66	Mary Sharp College, Winchester, Tenn.	18		17	1								
67	Chappell Hill Female College, Chappell Hill, Tex.	7							7				
68	Dallas Female College, Dallas, Tex.	5							5				
69	Andrew Female College, Huntsville, Tex	3									3		
70	Baylor Female College, Independence, Tex.	8			8								
71	Vermont Methodist Seminary and Female College, Montpelier, Vt.	3						1	2				
72	Martha Washington College, Abingdon, Va.	9		8								1	
73	Albemarle Female Institute, Charlottesville, Va.	3							3				
74	Episcopal Female Institute, Winchester, Va.	[a]11											
75	Wheeling Female College, Wheeling, W. Va.			([b])	([b])				([b])				
76	Milwaukee College, Milwaukee, Wis.	12		12									

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[a] Degrees not specified.
[b] These degrees conferred, but the number not reported.
[c] Includes 1 B. E. L. ("bachelor of English literature.")
[d] Includes 1 "graduate in French."
[e] Includes 6 on whom the degree of "graduate" was conferred.

TABLE XVI.—*Statistics of additional public libraries numbering each 300 volumes or upwards for 1877; from replies to inquiries by the United States Bureau of Education.*

[Explanations of abbreviations: Sch., school; Soc'l, social; Med., medical; Sci., scientific; Hist., historical; Pub., public; Y. M. C. A., Young Men's Christian Association; Mis., miscellaneous.]

	Name.	Location.	Librarian or secretary.	When founded.	Free or subscription.	Class.	Number of volumes.	Volumes added during last library year.	Volumes issued during last library year.	Fund and income.		Yearly expenditure.	
										Amount of permanent fund.	Total yearly income from all sources.	Books, periodicals, and binding.	Salaries and incidentals.
	1	2	3	4	5	6	7	8	9	10	11	12	13
1	Santa Rosa Library	Santa Rosa, Cal	C. G. Pressley	1875	Sub.		734	36	1, 650		$384	$18	$362
2	New London County Historical Society Library.	New London, Conn	William H. Starr	1877	Free.	Hist				$0	300		200
3	Stafford Library Association	Stafford Springs, Conn.	R. B. Fowler	1876	Sub	Mis	929	67	2, 800		130	80	12
4	Bement Library Association	Bement, Ill	Mrs. Hannah W. Force	1867	Sub	Mis	774	1	1, 293	0	42		76
5	Women's Club and Library Ass'n	Cairo, Ill	Mrs. C. C. Everett Goss	1877	Sub	Soc'l	1, 105			0	300		
6	Chicago Historical Society Library	Chicago, Ill	Albert D. Hager	*a*1856	Free.	Hist	2, 289	2, 289		*b*64, 000	3, 260		*c*750
7	Free Public Library of Evanston	Evanston, Ill	Lulu M. Bannister	1873	Free.	Pub	2, 791	275	*d*14, 713	0	1, 487	649	757
8	Public Library and Reading Room	Cedar Falls, Iowa	Fitzroy Sessions, secretary	1878	Free.	Pub	1, 500	1, 500		0	*e*850	200	650
9	Public Library	Council Bluffs, Ia		1870	Sub	Pub	1, 780	200	1, 650	0	*f*319	*f*229	*f*56
10	Mt. Pleasant Public Library	Mt. Pleasant, Iowa	Mrs. C. T. Cole	1876	Sub	Pub	2, 587	200	*d*2, 292	500	632	224	322
11	Henry County Institute of Science	Trenton, Iowa	Sarah M. Green	1870	Sub	Sci	1, 200	186	1, 400	0	201	212	53
12	State Penitentiary Library	Lansing, Kans	John B. McCleery	1870		Mis	2, 131	150	15, 308		*g*300	*h*300	
13	Olathe Library Association	Olathe, Kans	A. Doud	1874		Mis	821	240	2, 111		380		
14	East Machias Public Library Ass'n	East Machias, Me	Josiah Harris	1874	Sub	Pub	340	89	2, 225	0	62	97	
15	Franklin County Law Library	Farmington, Me	J. C. Holman		(*i*)	Law	309					17	
16	Young Men's Christian Association Library.	Lewiston, Me	F. F. Phillips	1865	Free.	Y.M.C.A							
17	Library of the Medical and Chirurgical Faculty of Maryland.	Baltimore, Md	George H. Rohé, M. D	*j*1799	*k*Free	Med	*l*2, 800			0	315	165	150

a The library was burned in 1871 and the present library founded in 1877.
b In Chicago city bonds and real estate, but not available until 1884.
c Total expenditure during the year except $2,510 paid for new building.
d For home use only.
e 1,300 volumes were also given to the library.
f For 1876.
g State appropriation.
h Invested in books.
i Free to the lawyers and law students of the county.
j Faculty was chartered.
k To members of the faculty.
l Volumes and pamphlets.

TABLE XVI.—*Statistics of additional public libraries numbering each* 300 *volumes or upwards for* 1877, *&c.*—Continued.

	Name.	Location.	Librarian or secretary.	When founded.	Free or subscription.	Class.	Number of volumes.	Volumes added during last library year.	Volumes issued during last library year.	Fund and income. Amount of permanent fund.	Fund and income. Total yearly income from all sources.	Yearly expenditure. Books, periodicals, and binding.	Yearly expenditure. Salaries and incidentals.
	1	2	3	4	5	6	7	8	9	10	11	12	13
18	House of Angel Guardian	Boston, Mass	Henry Bleukx	1851	Free.	Sch	2, 084	199	....	....	$17, 719	$791	$16, 928
19	Farmers and Mechanics' Club	Holden, Mass	W. H. Walker	1870	......	Mis	1, 100	40	700	....	9, 200	*a*350	....
20	Malden Public Library	Malden, Mass	William F. Merrill	1877	Free.	Pub	....	100	....	....	*b*9, 377	....	....
21	North Hadley Library Association	North Hadley, Mass.	G. Myron Smith	1867	Sub.	Soc'l	313	21	....	$0	42	45	18
22	Rumford Library	North Woburn, Mass.	W. B. Perkins	1840	Sub.	Mis	1, 200	81	....	....	2, 134	....	....
23	The Snow Library	Orleans, Mass	Miss M. Ellen Crosby	1878	Free.	Soc'l	791	....		5, 000	....	1, 028	3, 100
24	Paxton Free Public Library	Paxton, Mass	Sarah E. Wesson	1877	Free.	Pub	746	746	*c*2, 876	....	419	335	84
25	Pembroke Free Library	Pembroke, Mass	J. H. Temple, chairman of committee.	187–	Free.	Soc'l	1, 300	1, 150	....	....	600	....	56
26	Pepperell Public Library	Pepperell, Mass	W. F. Heald, M. D., director	1877	Free.	Pub	*d*2, 700	....	*c*1, 390	0	1, 100	1, 000	100
27	Graves Library	Sunderland, Mass	Carrie S. Warner	1869	Free.	Soc'l	1, 610	47	*c*784	2, 000	2, 123	41	21
28	Tewksbury Public Library	Tewksbury, Mass	Henry E. Warner	1878	Free.	Pub	....	....	....	....	*e*600	....	....
29	Ladies' Library Association	Coldwater, Mich	Eugenia Pruden	1869	Sub.	Soc'l	2, 400	....	*c*8, 580	....	586	252	216
30	Houghton Library	Houghton, Mich	Miss Anna Bolan	1860	Free.	Mis	441	3	1, 192	....	122	....	50
31	Taylor Library	East Derry, N. H	Miss E. F. Billings	1878	Free.	Soc'l	....	....	....	1, 000	....	....	....
32	Library Company of Burlington	Burlington, N. J	Eliza J. Thomas	1758	Sub.	....	10, 000	165	8, 785	900	699	231	447
33	Temple of Honor No. 10	Caldwell, N. J	Marcus Harrison	1870	Free.	....	....	2	....	....	0	....	....
34	Keyport Lyceum Library	Keyport, N. J	Mrs. E. Maynard, jr	1875	(*f*)	Mis	365	65	1, 350	300	100	50	*g*75
35	Barron Library	Woodbridge, N. J	Anthony Schoder	1877	*h*Free	Mis	2, 238	....	2, 366	31, 000	*i*3, 400	2, 729	*j*19, 378
36	Seymour Library Association	Auburn, N. Y	Martha A. Bullard	1876	Sub.	Soc'l	5, 963	....	....	30, 000	2, 115	....	800
37	Harmar Reading Room	Harmar, Ohio	Mrs. S. M. Putnam	1874	Free.	Soc'l	....	9	....	0	....	0	0
38	Young Men's Christian Association Library.	Piqua, Ohio	E. H. Butterfield	1877	......	Y.M.C.A	338	338	....	....	400	100	275
39	Young Men's Christian Association Library.	Danville, Pa	Thomas C. Williams	1874	*k*Free	Y.M.C.A	300	3	*c*151	300	....	....	....
40	The Pottsville Athenæum	Pottsville, Pa	W. H. Chambers	1877	Sub.	Mis	1, 450	1, 450	*c*1, 300	....	785	373	357
41	Titusville Library Association	Titusville, Pa	William James Carpenter	1877	Sub.	Soc'l	1, 215	1, 215	9, 938	3, 000	3, 021	1, 576	1, 365
42	Citizens' Library	Washington, Pa	Mary A. Gregg	1870	Free.	Soc'l	3, 600	500	....	3, 000	600	200	300
43	Providence Public Library	Providence, R. I	William E. Foster	*l*1875	Free.	Pub	12, 172	1, 865	*c*31, 768	92, 750	....	....	....

44	Odd Fellows' Public Library	Memphis, Tenn	W. R. McClune	1878	Sub.	Pub.	1,678	1,678	410	....	210	172	2,405
45	Young Men's Christian Association and Circulating Library.	Manchester, Vt	L. D. Coy	1865 1874	Sub	Y.M.C.A Soc'l	m427	15	c442	0	100	....	....
46	Thetford Memorial Library	Thetford, Vt	H. P. Closson	1877	Free. Sub.	Soc'l.	1,115	43	4,790	4,000	350	....	110
47	Vergennes Library	Vergennes, Vt	Mary P. Tucker	1876	Sub.	Pub.	1,378	499	....	....	n2,920	n1,463	n899
48	Free Public Library	Fond du Lac, Wis	Miss Augusta Ball	1877	Free.	Pub.	2,563	635	19,440	0	1,726	875	579

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a For printing.

b $4,327 are accrued dog tax and interest thereon for several years.

c For home use only.

d Books and public documents.

e Gifts of money and books amounted together to $400.

f Free to members of the lyceum.

g For incidentals only.

h Except for circulating purposes.

i Also a donation of the ground upon which the building stands, estimated value $3,000.

j Includes "building account."

k To members of the association.

l The act of incorporation was passed in 1875; the library was opened to the public February, 1878; the report here given dates from February to May.

m Volumes and pamphlets.

n For two years.

TABLE XVII. — *Statistics of institutions for the deaf and dumb for 1877; from replies to inquiries by the United States Bureau of Education.*

	Name.	Location.	Year of foundation.	Under what control.	Principal.	Instructors.		Number under instruction during the year.		
						Total number.	Number of semi-mutes.	Total.	Males.	Females.
	1	2	3	4	5	6	7	8	9	10
1	Alabama Institution for the Deaf and Dumb and the Blind.	Talladega, Ala	1860	State	Jo. H. Johnson, M. D	6	0	50	30	20
2	Arkansas Deaf-Mute Institute	Little Rock, Ark	1868	State	W. G. Jenkins	3	0	63	38	25
3	Institution for the Deaf and Dumb and the Blind	Berkeley, Cal	1860	State	Warring Wilkinson, M. A	5	0	79	49	30
4	Institute for the Education of the Mute and Blind	Colorado Springs, Colo	1874	State	James P. Ralstin	2	0	26	12	14
5	American Asylum for the Deaf and Dumb	Hartford, Conn	1817	Directors	Edward C. Stone, M. A	17	1	272	162	110
6	Whipple's Home School for Deaf-Mutes	Mystic River, Conn	1869	Private	Zerah C. Whipple	4	0	19	15	4
7	Georgia Institution for the Deaf and Dumb	Cave Spring, Ga	1846	Trustees	Wesley O. Connor	4	2	85	45	40
8	Chicago Day School for Deaf-Mutes	Chicago, Ill	1874	B'd of educat'n	Rev. P. A. Emery, M. A., D. D	2	1	......	......	......
9	Illinois Institution for the Education of the Deaf and Dumb.	Jacksonville, Ill	1839	State	Philip G. Gillett, LL. D	21	*a*3	459	258	201
10	Indiana Institution for the Deaf and Dumb	Indianapolis, Ind	1844	State	Rev. Thomas MacIntire, A. M	16	3	363	223	140
11	Iowa Institution for the Deaf and Dumb	Council Bluffs, Iowa	1855	State	Rev. Benjamin Talbot, M. A	8	......	156	82	74
12	Kansas Institution for the Education of the Deaf and Dumb.	Olathe, Kans	1866	State	Theo. C. Bowles	6	0	115	54	61
13	Kentucky Institution for Deaf-Mutes*	Danville, Ky	1823	State	John A. Jacobs	5	1	111	55	56
14	Louisiana Institution for the Education of the Deaf and Dumb.*	Baton Rouge, La	1852	Trustees	John A. McWhorter, A. M	3	0	40	24	16
15	Institution for the Colored Blind and Deaf-Mutes	Baltimore, Md. (92 South Broadway).	1872	....	F. D. Morrison	2	1	17	10	7
16	Maryland Institution for the Education of the Deaf and Dumb.	Frederick, Md	1868	State	Charles W. Ely, M. A	8	1	103	65	38
17	Horace Mann School for the Deaf	Boston, Mass. (63 Warrenton st.).	1869	School board	Miss Sarah Fuller	7	0	81	40	41
18	Clarke Institution for Deaf-Mutes	Northampton, Mass	1867	Pvt. corporat'n	Miss Harriet B. Rogers	8	1	66	35	31
19	Michigan Institution for the Education of the Deaf and Dumb and the Blind.	Flint, Mich	1848	State	J. W. Parker	*b*13	2	286	153	133

20	Minnesota Institution for the Education of the Deaf and Dumb and the Blind.*	Faribault, Minn	1863	Trustees	J. L. Noyes, A. M., superintendent	6	4	103	68	35
21	Mississippi Institution for Deaf-Mutes	Jackson, Miss	1854	State	Charles H. Talbot	3	1	50	25	25
22	Missouri Institution for the Education of the Deaf and Dumb.	Fulton, Mo	1851	State	William D. Kerr, A. M	11	2	230	127	103
23	Nebraska Institute for the Deaf and Dumb	Omaha, Nebr	1869	State	R. H. Kinney, M. A	4	0	55	30	25
24	Class in Articulation in Cayuga Lake Academy*	Aurora, N. Y	1871	Trustees	Mrs. A. M. Kelsey	2	0	4	3	1
25	Le Couteulx St. Mary's Institution for Deaf and Dumb.	Buffalo, N. Y	1854	Sisters of St. Joseph.	Sister Mary Anne Burke	12	......	120	65	55
26	St. Joseph's Institute for the Improved Instruction of Deaf-Mutes.	Fordham, N. Y	1869	....	Madame Victorine Boucher	13	......	154	44	110
27	Institution for the Instruction of the Deaf and Dumb.	New York, N. Y. (Station M).	1817	Directors	Isaac Lewis Peet, LL. D	20	4	507	310	197
28	Institution for the Improved Instruction of Deaf-Mutes.	New York, N. Y. (1515 Broadway).	1867	Trustees	David Greenberger	12	0	110	63	47
29	Western New York Institution for Deaf-Mutes	Rochester, N. Y	1876	Trustees	Z. F. Westervelt	7	0	93	55	38
30	Central New York Institution for Deaf-Mutes	Rome, N. Y	1875	Trustees	E. B. Nelson, A. B	6	3	116	61	55
31	North Carolina Institution for the Deaf and Dumb and the Blind.	Raleigh, N. C	1849	State	H. A. Gudger	*b*14	1	113	55	58
32	Cincinnati Day School for the Deaf and Dumb	Cincinnati, Ohio	1875	B'd of educat'n	Robert P. McGregor	1	1	25	17	8
33	Ohio Institution for the Education of the Deaf and Dumb.	Columbus, Ohio	1827	State	G. O. Fay, M. A., superintendent	24	5	508	282	226
34	Oregon Institution for Deaf and Dumb	Salem, Oreg	1870	State	Rev. P. S. Knight	3	1	28	15	13
35	Pennsylvania Institution for the Deaf and Dumb	Philadelphia, Pa	1820	Directors	Joshua Foster	19	1	391	223	168
36	Western Pennsylvania Institution for the Deaf and Dumb.	Turtle Creek, Pa	1876	State	James H. Logan, M. A	5	2	80	47	33
37	South Carolina Institution for the Education of the Deaf and Dumb and the Blind.	Cedar Spring, S. C	1849	State	N. F. Walker	3	......	*b*47	......	......
38	Tennessee School for the Deaf and Dumb	Knoxville, Tenn	1845	Trustees	J. H. Ijams, A. B	5	0	100	52	48
39	Institution for the Education of the Deaf and Dumb	Austin, Tex	1856	Trustees	Henry E. McCulloch, superintend't	4	1	56	37	19
40	Virginia Institution for the Deaf and Dumb and the Blind.	Staunton, Va	1839	State	Charles D. McCoy	*b*8	*b*1	107	68	39
41	West Virginia Institution for the Deaf and Dumb and the Blind.	Romney, W. Va	1870	Regents	John C. Covell	5	1	66	39	27
42	Wisconsin Institute for the Deaf and Dumb	Delavan, Wis	1852	State	W. H. DeMotte, LL. D	10	3	182	113	69
43	Columbia Institution for the Deaf and Dumb	Washington, D. C	1857	Corporate	E. M. Gallaudet, PH. D., LL. D., pres't	9	3	107	94	13
44	National Deaf-Mute College *c*	Washington, D. C	1864	National	E. M. Gallaudet, PH. D., LL. D., pres't	......	......	......	......	......

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* From Report of the Commissioner of Education for 1876.

a These are mutes.

b For both departments.

c A department of Columbia Institution; its statistics will be found in Table IX.

TABLE XVII.—*Statistics of institutions for the deaf and dumb for* 1877, *&c.*—Continued.

NOTE.—× indicates an affirmative answer and also the branches taught.

	Name.	Average number of years spent in institution by pupils.	Total number who have received instruction.	Number of graduates who have become teachers.	Branches taught.					Is agriculture taught?	Has the institution a chemical laboratory?	Has the institution a philosophical cabinet and apparatus?	Has the institution a museum of natural history?	Library.		Property, income, &c.				
					Articulation.	Common English.	Natural philosophy.	Physiology.	Chemistry.					Number of volumes.	Increase in the last school year.	Number of acres of land owned by institution.	Value of grounds, buildings, and apparatus.	State appropriation for the last year.	Income for the year from tuition fees.	Expenditure for the year.
	1	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
1	Alabama Institution for the Deaf and Dumb and the Blind.	4	170	....	....	*a* ×	....	....	....	....	0	0	0	500	......	95	*b*$50, 000	*b*$18, 000	$0	*b*$13, 500
2	Arkansas Deaf-Mute Institute	3–4	130	0	....	*c* ×	×	....	....	×	0	0	0	0	......	92	35, 000	*d*4, 000	0	10, 000
3	Institution for the Deaf and Dumb and the Blind	5	162	2	....	×	....	....	....	×	*e*0	*e*0	*e*0	......	......	130	*b*200, 000	*b*36, 000	900	*f* 34, 420
4	Institute for the Education of the Mute and Blind	......	30	0	....	*c* ×	....	....	....	×	0	0	(*g*)	50	10	13	15, 000	*h*7, 000	0	7, 000
5	American Asylum for the Deaf and Dumb	7	2, 141	60	×	×	....	....	....	0	0	×	0	2, 200	100	28½	250, 000	(*i*)	41, 287	54, 460
6	Whipple's Home School for Deaf-Mutes	......	37	....	×	×	....	....	×	×	....	....	....	......	......	57	......	......	......	......
7	Georgia Institution for the Deaf and Dumb	......	277	3	×	×	×	....	....	0	0	0	0	800	0	42	35, 000	12, 000	0	14, 607
8	Chicago Day School for Deaf-Mutes	......	46	0	....	*c* ×	....	....	....	0	0	0	0	0	0	0	0	0	......	......
9	Illinois Institution for the Education of the Deaf and Dumb.	6	1, 214	13	....	*j* ×	....	....	....	×	0	×	×	3, 000	500	46	416, 432	*k*79, 000	......	89, 816
10	Indiana Institution for the Deaf and Dumb	6½	1, 158	19	×	×	×	....	×	....	....	×	0	3, 050	15	108	650, 000	65, 884	0	65, 884
11	Iowa Institution for the Deaf and Dumb	3¼	436	5	....	×	....	....	....	×	0	0	0	600	100	90	121, 500	*l*28, 350	0	*l*35, 000
12	Kansas Institution for the Education of the Deaf and Dumb.	5	178	0	....	×	....	....	....	0	0	0	0	150	......	177½	35, 000	22, 000	0	22, 000
13	Kentucky Institution for Deaf-Mutes*	4	636	11	....	×	....	×	....	×	×	×	×	600	25	52	150, 000	20, 972	......	20, 869
14	Louisiana Institution for the Education of the Deaf and Dumb.*	5	218	4	....	*c* ×	×	×	×	0	0	....	0	300	0	10	225, 000	15, 000	0	8, 000
15	Institution for the Colored Blind and Deaf-Mutes	8	22	0	....	×	....	....	....	0	0	0	0	0	0	......	*b*20, 000	*b*8, 000	0	*b*8, 561
16	Maryland Institution for the Education of the Deaf and Dumb.	5	191	3	....	*c* ×	×	....	×	0	0	×	0	2, 000	......	......	250, 000	30, 000	605	29, 273
17	Horace Mann School for the Deaf	......	140	....	....	×	....	....	....	0	0	0	0	......	......	......	......	......	......	......
18	Clarke Institution for Deaf-Mutes	4	127	1	....	×	....	....	....	0	×	×	×	635	......	11	135, 000	*m*13, 125	3, 153	25, 239
19	Michigan Institution for the Education of the Deaf and Dumb and the Blind.	4. 56	663	....	....	×	....	....	....	0	0	×	0	*b*1, 200	0	88	*b*400, 000	*b*43, 500	0	*b*43, 260

20	Minnesota Institution for the Education of the Deaf and Dumb and the Blind.*	4⅕	187	2	×	×	×	....	....	0	0	×	0	700	20	54	110, 000	21, 800	0	21, 000
21	Mississippi Institution for Deaf-Mutes	6	n85	....	×	×	....	....	....	×	0	0	0	100	0	7	40, 000	11, 000	0	11, 000
22	Missouri Institution for the Education of the Deaf and Dumb.	5	598	5	....	×	....	....	....	×	0	0	0	600	0	50	105, 000	40, 500	0	32, 711
23	Nebraska Institute for the Deaf and Dumb	3	78	0	....	×	....	×	....	0	0	0	0	436	126	20	40, 000	12, 980	0	9, 000
24	Class in Articulation in Cayuga Lake Academy*....	......	10	0	×	×	....	....	....	0	×	×	g×	......	......	2	....	0	....	....
25	Le Couteulx St. Mary's Institution for Deaf and Dumb.	6	205	....	....	o×	....	....	....	....	....	....	....	150	50	1	46, 000	12, 000	769	20, 000
26	St. Joseph's Institute for the Improved Instruction of Deaf-Mutes.	......	......	....	....	c×	....	....	....	....	0	0	....	......	......	......	66, 400	....	p20, 319	....
27	Institution for the Instruction of the Deaf and Dumb	8	2, 689	72	....	q×	×	×	×	×	0	×	×	3, 420	150	28	500, 000	88, 646	r63, 427	159, 564
28	Institution for the Improved Instruction of Deaf-Mutes.	6	181	0	....	×	....	....	....	0	0	0	0	457	41	0	0	12, 282	20, 188	28, 813
29	Western New York Institution for Deaf-Mutes	......	91	....	×	×	....	....	....	....	0	0	0	......	......	(s)	(s)	t8, 699	16, 083	17, 407
30	Central New York Institution for Deaf-Mutes	8–10	255	0	....	×	....	....	....	×	0	0	0	80	80	6½	8, 215	18, 000	6, 846	24, 483
31	North Carolina Institution for the Deaf and Dumb and the Blind.	8	......	6	....	×	×	....	×	0	6	0	0	200	(u)	6	b100, 000	b42, 500	0	b42, 500
32	Cincinnati Day School for the Deaf and Dumb	......	28	....	....	×	....	....	....	0	0	0	0	0	......	......	....	....	....	1, 200
33	Ohio Institution for the Education of the Deaf and Dumb.	5	1, 652	....	×	×	×	....	×	0	0	×	0	2, 500	100	10	800, 000	84, 299	0	84, 299
34	Oregon Institution for Deaf and Dumb..............	......	43	0	....	×	....	....	....	0	0	0	0	0	......	0	0	6, 000	0	....
35	Pennsylvania Institution for the Deaf and Dumb...	5	1, 783	11	×	×	....	....	....	0	0	×	×	5, 000	......	2	500, 000	v33, 817	79, 622	85, 450
36	Western Pennsylvania Institution for the Deaf and Dumb.	......	81	0	×	c×	....	....	....	×	0	0	0	15	13	(w)	....	16, 000	195	x8, 623
37	South Carolina Institution for the Education of the Deaf and Dumb and the Blind.	......	......	....	....	....	....	....	....	....	....	....	....	......	......	......	b50, 000	b6, 000	....	....
38	Tennessee School for the Deaf and Dumb	4–5	......	....	....	×	....	....	....	×	0	0	....	......	......	7	125, 000	24, 000	0	22, 297
39	Institution for the Education of the Deaf and Dumb.	2½	148	1	....	×	....	....	....	×	0	0	0	300	75	57	40, 000	14, 720	0	13, 143
40	Virginia Institution for the Deaf and Dumb and the Blind.	6⅕	473	6	×	j×	×	....	....	0	0	×	0	b1, 700	26	40	b175, 000	b40, 000	....	b36, 179
41	West Virginia Institution for the Deaf and Dumb and the Blind.	7	126	0	....	c×	....	....	....	0	0	0	0	350	0	14	b65, 000	b28, 000	0	25, 084
42	Wisconsin Institute for the Deaf and Dumb	......	483	....	....	×	×	....	....	0	0	g×	0	1, 000	......	32	100, 000	31, 500	0	31, 500
43	Columbia Institution for the Deaf and Dumb	8	350	30	×	×	×	×	×	×	×	×	×	3, 000	150	100	600, 000	y117, 525	1, 911	53, 292
44	National Deaf-Mute College z	......	......	....	....	....	....	....	....	....	....	....	....	......	......	......	....	....	....	....

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* From Report of the Commissioner of Education for 1876.

a Music is also taught.

b For both departments.

c Drawing is also taught.

d For salaries and contingent expenses; $150 are allowed for each pupil in attendance.

e Destroyed by fire in 1875.

f Current expenditure for both departments; excludes expenditure for buildings.

g Only a nucleus.

h From State tax.

i $175 for each pupil.

j Drawing and painting are also taught.

k For current expenses; $20,500 for special purposes.

l Also $20,000 for building.

m Income from State for last year.

n Since reorganization in 1871.

o Also book-keeping and drawing.

p Includes all maintenance fees.

q Also natural history, book-keeping, geometry, algebra, moral philosophy, and Latin.

r Income from all sources other than State appropriation.

s Nine and a half acres leased; value of property leased, $111,000.

t Also $7,383 from counties.

u $240 per annum to be invested in books.

v This was for six months, ending March 1, 1877.

w Thirty-seven acres are rented.

x Includes $3,000 for improvements to August, 1877.

y Congressional appropriation, of which $69,525 were for building.

z A department of Columbia Institution; its statistics will be found in Table IX.

Memoranda.—Boston Day School for Deaf-Mutes, Boston, Mass.; name changed to Horace Mann School for the Deaf. St. Bridget's Institution for the Deaf and Dumb, Saint Louis, Mo.; closed.

TABLE XVIII.—*Statistics of institutions for the blind for 1877; from*

NOTE.—× indicates the employment taught;

	Name.	Location.	Year of foundation.	Superintendent.	Belonging to State or corporation.	Number of instructors and other employés.
	1	2	3	4	5	6
1	Alabama Institution for the Deaf, the Dumb, and the Blind.	Talladega, Ala..	1866	Jo. H. Johnson....	State........	2
2	Arkansas Institute for the Blind .	Little Rock, Ark.	1859	Otis Patten........	State........	12
3	Institution for the Deaf and Dumb and the Blind.	Berkeley, Cal....	1860	Warring Wilkinson, M. A.	State........	*b*28
4	Georgia Academy for the Blind...	Macon, Ga.......	1852	W. D. Williams, A. M	Corporation .	6
5	Illinois Institution for the Education of the Blind.	Jacksonville, Ill.	1849	Franklin W. Phillips, M. D.	State........	32
6	Indiana Institute for the Education of the Blind.	Indianapolis, Ind	1847	W. H. Churchman .	State........	27
7	Iowa College for the Blind........	Vinton, Iowa....	1853	Rev. Robert Carothers.	State........	32
8	Kansas Institution for the Education of the Blind.	Wyandotte, Kans	1867	George H. Miller ..	State........	6
9	Kentucky Institution for the Education of the Blind.	Louisville, Ky...	1842	B. B. Huntoon	State........	20
10	Louisiana Institution for Education of the Blind and the Industrial Home for the Blind.	Baton Rouge, La.	1871	P. Lane	State........	8
11	Institution for the Colored Blind and Deaf-Mutes.	Baltimore, Md. (92 S. Broadway).	1872	F. D. Morrison.....	Corporation .	8
12	Maryland Institution for the Instruction of the Blind.	Baltimore, Md...	1853	F. D. Morrison.....	Corporation .	15
13	Perkins Institution and Massachusetts School for the Blind.	Boston, Mass	1829	M. Anagnos	State and corporation.	46
14	Michigan Institution for the Education of the Deaf and Dumb and the Blind.	Flint, Mich......	1854	J. W. Parker	State........	63
15	Minnesota Institution for the Education of the Deaf and Dumb and the Blind.	Faribault, Minn .	1865	J. L. Noyes........	State........	3
16	Mississippi Asylum for the Blind*	Jackson, Miss...	1852	W. S. Langley	State........	11
17	Missouri Institution for the Education of the Blind.	St. Louis, Mo	1850	James McWorkman, M. D.	State........	7
18	Asylum for the Blind.............	Nebraska City, Nebr.	......	....	....	.....
19	New York State Institution for the Blind.	Batavia, N. Y...	1868	James McLeod....	State........	18
20	New York Institution for the Blind.	New York, N. Y.	1831	Wm. B. Wait......	Corporation .	61
21	North Carolina Institution for the Deaf and Dumb and the Blind.	Raleigh, N. C....	1849	Hezekiah A. Gudger, principal.	State........	(*a*)
22	Ohio Institution for the Education of the Blind.	Columbus, Ohio..	1837	G. L. Smead, M. A..	State........	55
23	Oregon Institute for the Blind....	Salem, Oreg.....	1873	Mrs. E. J. Dawne..	State........	3
24	Pennsylvania Institution for the Instruction of the Blind.	Philadelphia, Pa.	1833	William Chapin, A. M.	Corporation .	38
25	South Carolina Institution for the Education of the Deaf and Dumb and the Blind.	Cedar Spring, S. C.	1849	N. F. Walker......	State........	*b*5
26	Tennessee School for the Blind...	Nashville, Tenn	1846	J. M. Sturtevant...	State and corporation.	10
27	Texas Institution for the Blind...	Austin, Tex.....	1858	Frank Rainey.....	State........	8
28	Virginia Institution for the Deaf and Dumb and the Blind.	Staunton, Va	1839	Charles D. McCoy.	State........	7
29	West Virginia Institution for the Deaf and Dumb and the Blind.	Romney, W. Va..	1870	John C. Covell.....	State........	*b*14
30	Wisconsin Institution for the Education of the Blind.	Janesville, Wis..	1850	Mrs. Sarah F. C. Little, M. A.	State........	21

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* From Report of the Commissioner of Education for 1876.

a See Table XVII.

b For both departments.

c Mechanical department suspended in consequence of fire; music only being taught.

d Of this $30,000 is a bequest.

e Includes $90,000 for buildings.

f Brush making is also taught.

g Knitting and basket making are also taught.

h The boys are taught to make brushes and the girls to make straw hats.

replies to inquiries by the United States Bureau of Education.

0 signifies none; .... indicates no answer.

Number of blind employés and workmen.	Number of pupils.	Number of pupils admitted since opening.	Employments taught.						Library.		Property, income, &c.					
			Broom making.	Cane seating.	Fancy work.	Mattress making.	Piano tuning.	Sewing.	Number of volumes.	Increase in the last school year.	Value of grounds, buildings, and apparatus.	Amount of State or municipal appropriation for the last year.	Receipts from other States and individuals for the last year.	Total receipts for the last year.	Total expenditure for the last year.	
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
0	12	45	×	×	....	....	....	....	100	0	(*a*)	(*a*)	$0	*b*$18, 000	(*a*)	1
5	32	119	×	×	×	×	....	×	675	......	$30, 000	$9, 500	0	11, 490	$10, 845	2
0	29	89	(*c*)	....	....	....	....	....	120	23	(*a*)	(*a*)	*d*31, 000	*e*157, 000	(*a*)	3
4	63	173	×	×	×	×	....	×	1, 000	......	75, 000	13, 500	292	13, 792	13, 600	4
0	121	567	*f* ×	×	×	....	....	×	770	60	140, 000	30, 117	1, 280	31, 397	27, 001	5
3	110	572	×	×	×	....	....	×	1, 000	......	500, 000	31, 542	0	34, 062	32, 208	6
8	114	400	*g* ×	×	×	×	....	×	900	350	300, 000	11, 997	480	58, 828	58, 013	7
....	42	......	×	....	×	....	....	....	99	20	40, 000	10, 130	0	10, 130	10, 130	8
6	95	374	×	×	×	×	....	×	1, 000	350	100, 000	20, 235	....	34, 140	22, 125	9
3	30	40	×	×	....	×	....	....	100	9	*i*800	6, 000	0	5, 400	4, 800	10
2	14	29	×	....	....	....	....	×	21	4	(*a*)	(*a*)	*b*300	*b*8, 300	(*a*)	11
8	52	......	×	×	....	×	....	×	150	25	195, 000	11, 925	4, 670	17, 711	25, 872	12
30	128	933	*j* ×	×	×	×	....	×	2, 454	152	299, 410	30, 000	17, 944	70, 473	58, 163	13
0	45	......	*k* ×	×	....	....	....	....	(*a*)	......	(*a*)	(*a*)	....	*b*43, 500	(*a*)	14
0	13	38	....	....	....	....	....	....	160	0	30, 000	....	....	4, 500	4, 500	15
2	26	......	×	×	....	×	....	....	255	45	15, 000	10, 000	0	10, 000	9, 500	16
2	108	......	×	×	×	....	....	×	......	......	100, 000	21, 000	0	....	....	17
....	....	......	....	....	....	....	....	....	......	......	....	....	....	....	....	18
30	176	399	×	....	×	....	....	×	475	25	340, 000	40, 000	6, 625	46, 625	55, 129	19
9	197	1, 263	....	×	×	×	×	×	600	......	359, 702	50, 321	7, 952	198, 276	191, 871	20
6	95	......	×	....	....	×	....	×	400	400	(*a*)	(*a*)	*b*240	*b*42, 740	(*a*)	21
5	154	952	×	×	×	....	....	×	......	......	500, 000	*l*70, 000	....	70, 000	50, 824	22
0	10	18	....	....	×	....	....	×	100	0	*i*1, 000	4, 000	0	4, 000	4, 300	23
26	177	959	*m* ×	×	×	×	....	×	900	100	190, 000	39, 000	7, 288	71, 648	74, 912	24
1	*b*47	......	....	....	....	....	....	....	......	......	(*a*)	(*a*)	....	....	....	25
5	62	187	*n* ×	×	×	....	....	×	1, 006	......	90, 000	17, 000	0	17, 000	22, 000	26
....	64	......	*n* ×	×	×	×	....	×	......	......	....	17, 180	0	17, 180	16, 922	27
2	42	229	×	×	....	×	....	....	1, 600	......	(*a*)	(*a*)	....	....	(*a*)	28
2	29	45	×	×	....	×	....	....	100	0	(*a*)	(*a*)	12, 401	40, 401	37, 400	29
3	92	270	×	×	×	....	....	×	1, 240	40	185, 000	*o*19, 500	....	....	17, 301	30

i Value of apparatus.

j Also mat making and knitting.

k Printing, and cabinet and shoe making are taught.

l This includes the amount appropriated for new buildings.

m Also knitting, brush and mat making, and carpet weaving.

n Telegraphy is also taught.

o $2,500 of this were for special purposes.

TABLE XIX.—*Statistics of educational benefactions for* 1877 ; *from*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES AND COLLEGES.			
California College	Vacaville, Cal		
University of Colorado	Boulder, Colo	C. G. Buckingham	Boulder, Colo
Wesleyan University	Middletown, Conn		
Pio Nono College	Macon, Ga	Rt. Rev. W. H. Gross	Savannah, Ga
		T. C. Dempsey	Macon, Ga
		Rev. L. Bazin	Macon, Ga
Carthage College	Carthage, Ill	Various persons	
Eureka College	Eureka, Ill	Amos Watkins	Eureka, Ill
		David Deweese	Eureka, Ill
Lombard University	Galesburg, Ill	E. G. Hall	Chicago, Ill
Swedish-American Ansgari College.	Knoxville, Ill	Various persons	
Monmouth College	Monmouth, Ill	Various persons	Illinois and Indiana.
Shurtleff College	Upper Alton, Ill	Various persons	Illinois
Wheaton College	Wheaton, Ill	M. Pettingill	Peoria, Ill
		Samuel Plumb	Streator, Ill
		Peter Howe	Wenona, Ill
		S. Lewis	Chicago, Ill
		W. D. Gates	Crystal Lake, Ill
		F. J. T. Fischer	Cincinnati, Ohio
		Other persons	
Concordia College	Fort Wayne, Ind	H. Druhe	San Francisco, Cal
Smithson College	Logansport, Ind	George Rogers	La Fayette, Ind
Earlham College	Richmond, Ind	Eliza P. Gurney	Burlington, N. J
Norwegian Luther College	Decorah, Iowa	Congregations of the Norwegian Lutheran Synod.	
Upper Iowa University	Fayette, Iowa		
Humboldt College	Humboldt, Iowa	Rev. E. E. Hale and Rev. A. P. Peabody.	Boston, Mass
Simpson Centenary College	Indianola, Iowa		
Cornell College	Mt. Vernon, Iowa		Iowa
Oskaloosa College	Oskaloosa, Iowa	Various persons	
Penn College	Oskaloosa, Iowa	Various persons	
Western College	Western College, Iowa.		
Baker University	Baldwin City, Kans		
Highland University	Highland, Kans	Mr. Thaw	Pittsburgh, Pa
Ottawa University	Ottawa, Kans	Various persons	
Washburn College	Topeka, Kans	Mrs. Emily G. Williston	Easthampton, Mass.
Centre College of Kentucky	Danville, Ky	Caldwell Campbell	Madison County, Ky
Eminence College	Eminence, Ky		
Bethel College	Russellville, Ky		
Leland University	New Orleans, La	Holbrook Chamberlin	Brooklyn, N. Y
Bowdoin College	Brunswick, Me	Mrs. Lydia Pierce	Brunswick, Me

replies to inquiries by the United States Bureau of Education.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$2,139					$2,139		To aid indigent young men to fit for the ministry.
2,000						$2,000	For library.
27,301	$27,301						$18,596 for increase of endowment and $8,705 for current expenses.
20,000	20,000						
2,500	2,500						
1,100	500 600						For endowment.
10,000	10,000						For productive fund.
1,000	1,000						Payment of indebtedness.
3,991	3,686	$305					$3,641 for the endowment fund, $305 for building, and $45 for current expenses.
25,000	25,000						A general subscription to the college.
9,500	9,500						$2,500 for payment of debt and $7,000 on condition of the maintenance of the principles of anti-secrecy at present advocated and taught by the officers of the faculty.
100						100	
4,000	4,000						
100						100	For college library.
24,011					24,011		Collected from congregations of the Norwegian Lutheran Synod to aid theological students attending this college, the Theological Seminary, Madison, Wis., and the German Lutheran Concordia Seminary, St. Louis, Mo.
100	100						
2,000	2,000						For professors' salaries.
7,500	7,500						To aid in the general endowment of the institution.
3,500		3,500					For new chapel.
3,180	3,180						
2,000	(2,000)						$800 for salaries and $1,200 to complete building.
3,000	3,000						
4,000	4,000						
400	400						To pay professors.
3,000	(3,000)						To repair building and support teachers.
1,000	1,000						For general purposes.
10,000	10,000						A note for $10,000, payable at death, for the endowment of the chair of the vice president.
50						50	For library.
1,400	1,400						For permanent endowment, and is from the Kentucky Baptist Centennial Fund.
60,000		60,000					Given in various sums and at various times by Mr. Chamberlin for the erection of the university building; the object of the university being to provide teachers and preachers for the freedmen.
1,000				$1,000			To found a scholarship; the income to be expended in the aid of indigent students, at the discretion of the president.

TABLE XIX.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &C.—Continued.			
Colby University	Waterville, Me	Gardner Colby	Boston, Mass
Amherst College	Amherst, Mass	James S. Seymour	Auburn, N. Y
		Quincy Tufts	Boston, Mass
		Class of 1856	
		Mrs. Dr. S. P. Miller	Montclair, N. J
Harvard University	Cambridge, Mass	Executors of Francis Bassett.	
		Prof. Dan'l Denison Slade	
		Executor of Francis B. Crowninshield.	
		Administrators of Quincy Tufts.	
		Trustees of the will of Jonathan B. Winn.	
		Executor of Miss Charlotte Harris.	
		Agassiz Memorial Committee.	
		Executor of Charles Sumner.	
		Quincy A. Shaw	
		Trustees of Massachusetts Society for Promoting Agriculture.	
		George W. Wales	
		Executor of Miss Susan Tufts.	
		Anonymous	
		Through Professor Gray (anonymous).	
		John Dean, M. D	
		Miss Mary Carpenter	Bristol, England
		Various other persons	
Tufts College	College Hill, Mass.	Mrs. L. C. Whittemore	Cambridge. Mass
Williams College	Williamstown, Mass.		
Adrian College	Adrian, Mich	Calvin Tompkins	Tompkins Cove, N. Y
Hope College	Holland, Mich	James Anderson, M. D.	New York, N. Y
		Mrs. M. L. Abbe	Albany, N. Y
		Rev. A. I. Suitz	Schenectady, N. Y
Olivet College	Olivet, Mich	E. W. Barber	Charlotte, Mich
		W. B. Palmer	Olivet, Mich
		Other persons	Olivet, Mich

benefactions for 1877, *&c.*—Continued.

Benefactions.							
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	Object of benefaction and remarks.
5	6	7	8	9	10	11	12
$500						$500	For library.
9,000				$5,000			For nine scholarships.
				2,000			
				1,000			
				1,000			
220,839				5,000			To be invested as a separate and distinct fund; the income to be used for scholarships.
				5,000			Foundation for the Slade scholarships.
				5,000			For the foundation of two Crowninshield scholarships.
					$10,000		A permanent fund, the income of which shall be appropriated to the education of indigent scholars.
			$43,500				For the foundation of the "Winn Professorship of Ecclesiastical History."
		$2,000					"For the Astronomical Observatory at Cambridge."
	$1,988	140,783					$140,783 is the value of property given to increase the funds heretofore received from the committee; $1,988 were received as income of the Agassiz memorial fund.
						1,200	To be added to the Sumner book fund.
		1,093					To reduce the debt of the Dining Hall Association.
		2,500					$1,500 were for the botanic garden; and $1,000 for the use of the Arnold Arboretum.
						200	For books for the library.
	200						"To the Unitarian Divinity School at Cambridge."
	500						To increase the salary of the professor of entomology.
						1,000	For the herbarium.
							His collections of books and specimens to the Medical School.
							A portrait of the late Lant Carpenter, together with bound copies of his works.
							Several portraits, a valuable collection of Roman coins, and other relics and curiosities.
	875						Beneficiary money returned to Divinity School.
							The library of her husband, the late Thomas Whittemore, D. D., was added to the college library by Mrs. Whittemore.
4,000	4,000						To make up a deficiency in current expenses.
10,000	10,000						In real estate securities for the purposes of endowment.
5,500					1,000		To be permanently invested for the support of students.
					2,500		
					2,000		
1,764	100						For general purposes.
	340						
	1,324						

TABLE XIX.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &C.—Continued.			
Carleton College	Northfield, Minn	Rev. E. M. Williams	E. Minneapolis, Minn
		D. R. Barbour	Minneapolis, Minn
		Chas. A. Wheaton	
		Jesse Ames	Northfield, Minn
		E. M. Deane	St. Paul, Minn
		Roland Mather	Hartford, Conn
		Chas. Boswell	Hartford, Conn
		Anonymous	
Lewis College	Glasgow, Mo	Maj. Jas. W. Lewis	Howard Co., Mo
Baptist College	Louisiana, Mo	Various persons	Pike Co., Mo
Washington University	St. Louis, Mo	William Palm and James Smith.	St. Louis Mo
Drury College	Springfield, Mo	S. M. Edgell	St. Louis, Mo
		W. O. Grover	Boston, Mass
		C. E. Harwood	Springfield, Mo
		G. and C. Merriam	Springfield, Mass
		Homer Merriam	Springfield, Mass
		Other persons	
Doane College	Crete, Nebr	Charles Boswell	Hartford, Conn
		W. O. Grover	Boston, Mass
		David Whitcomb	Worcester, Mass
		George Merriam	Springfield, Mass
		Martha Burgess	Dedham, Mass
Dartmouth College	Hanover, N. H	Salmon P. Chase (dec'd)	
		Isaac Spalding	Nashua, N. H
St. Stephen's College	Annandale, N. Y	Various persons	
Hobart College	Geneva, N. Y	Mrs. Horatio Seymour	Buffalo, N. Y
		Wm. C. Pierrepont	Pierrepont Manor, N. Y.
		Other persons	
Madison University	Hamilton, N. Y	James B. Colgate	State of New York
Vassar College	Poughkeepsie, N. Y	Richard H. McDonald, M. D.	State of New York
University of Rochester	Rochester, N. Y	John B. Trevor	Yonkers, N. Y
Union College	Schenectady, N. Y.	Dr. John McClellan	
		Miss C. L. Wolfe	
		Miss A. Jones	
		Rev. E. N. Potter, D. D	
		James Brown	
Syracuse University	Syracuse, N. Y	Daniel Fish	Lansingburgh, N. Y.
		Lyman Bennett	Troy, N. Y
		A friend	Albany, N. Y
Ohio Wesleyan University	Delaware, Ohio	Rev. J. M. Trimble, D. D	Columbus, Ohio
		Truman Hillyer	Columbus, Ohio
Denison University	Granville, Ohio	W. H. Doane, Mus. D	Cincinnati, Ohio
Marietta College	Marietta, Ohio	Hon. W. Hyde	Ware, Mass
		Mrs. Ellenor Cook	Newport, Ohio
		E. R. Alderman	Marietta, Ohio
		Douglas Putnam	Harmar, Ohio
		F. C. Sessions	Columbus, Ohio
		Hon. Z. M. Crane	Dalton, Mass
		P. Newhall	Cincinnati, Ohio
		Mrs. A. D. Lord	Batavia, N. Y
		Other persons	
Franklin College	New Athens, Ohio.		
Muskingum College	New Concord, Ohio	Various persons	
Oberlin College	Oberlin, Ohio	R. R. Graves	Morristown, N. J
		Sardis Burchard	Fremont, Ohio
		James Seymour	Auburn, N. Y
		Other persons	
Wittenberg College	Springfield, Ohio		

benefactions for 1877, *&c.*—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$2, 140	$500						$1,500 for endowment purposes (of which $700 is the estimated value of land received), $200 for current expenses, $100 for library; the purpose of the anonymous benefaction ($340) is not specified.
	500						
	200						
	200						
	100						
	200						
						$100	
	340						
1, 000	1, 000						To pay expenses.
4, 500		$4, 500					To pay debt on building.
100, 000	100, 000						For general purposes.
11, 940	(11, 940)						For current expenses, building, and endowment.
5, 500	4, 000						Purposes of these benefactions not specified; also $400 given by children, in certificates, for college building.
	500						
	500						
	100						
	50						
15, 000	10, 000						For general purposes; the income only of the Spalding legacy to be used.
	5, 000						
8, 000	8, 000						For the support of the college.
14, 007	12, 000						A legacy in real estate, which, together with the other reported benefactions, goes into the general college fund.
	1, 000						
	1, 007						
12, 500	12, 500						To be added to the endowment fund.
6, 000					$6, 000		A scholarship in perpetuity, paying all college charges for a student pursuing liberal studies.
1, 300			$1, 300				In support of Latin professorship.
125, 500	18, 000						$4,500 for art instruction; the remainder for general purposes.
	4, 500						
	2, 000						
	1, 000						
	100, 000						
15, 000	5, 000						For general purposes.
	5, 000						
	5, 000						
42, 000			12, 000				To endow the Trimble and Hillyer professorships, $20,000 being in land, and the whole being subject to annuity.
			30, 000				
10, 000		10, 000					For the erection of a library building.
6, 050				$1, 000			For prizes.
				1, 000			For a scholarship.
				1, 000			For a scholarship.
	650						For general purposes.
	500						For general purposes.
	200						For general purposes.
					200		
						1, 000	For books for the library.
	500						For general purposes.
14, 200	14, 200						
5, 000	5, 000						
24, 869	10, 000						
	5, 000						
	3, 000						
	6, 869						
10, 000	10, 000						For the endowment fund.

TABLE XIX.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Continued.			
Heidelberg College	Tiffin, Ohio	Jacob Thomas Other persons	
Urbana University	Urbana, Ohio	Various persons	
Otterbein University	Westerville, Ohio	Various persons	
Wilberforce University	Xenia, Ohio	Executor of Rev. Charles Avery.	Pittsburgh, Pa
Philomath College	Philomath, Oreg		
Muhlenberg College	Allentown, Pa		
Lebanon Valley College	Annville, Pa	Various persons	
Dickinson College	Carlisle, Pa	Various persons	
Thiel College	Greenville, Pa	H. Jarecki A friend	Erie, Pa
Haverford College	Haverford College, Pa.	John M. Whitall	Philadelphia, Pa
Allegheny College	Meadville, Pa	Alexander Bradley Hon. Samuel Griffith Other persons	Pittsburgh, Pa Mercer, Pa
Mercersburg College	Mercersburg, Pa		
Westminster College	New Wilmington, Pa.	Citizens of New Wilmington. Other persons	
University of Pennsylvania	Philadelphia, Pa	John Welsh Mrs. Susan Barton	
Erskine College	Due West, S. C	Dr. W. C. Norwood	South Carolina
Newberry College	Newberry, S. C		
King College	Bristol, Tenn	Various persons	
Maryville College	Maryville, Tenn	Mr. Thaw Hon. William E. Dodge	Pittsburgh, Pa New York, N. Y
Central Tennessee College	Nashville, Tenn	Freedman's Aid Society, M. E. Church. W. C. Du Pauw Samuel and Hugh Meharry. Trinity M. E. Sunday School. A friend	Cincinnati, Ohio New Albany, Ind Shawnee Mound, Ind Cambridge, Mass Delaware, Ohio
Greeneville and Tusculum College.	Tusculum, Tenn	P. S. Feemster, the students, and other persons.	
Austin College	Huntsville, Tex		
Trinity University	Tehuacana, Tex		
Waco University	Waco, Tex	Various persons	
Hampden Sidney College	Hampden Sidney, Va.	Various persons	
University of Virginia	University of Virginia, Va.	Lewis Brooks	Rochester, N. Y

benefactions for 1877, *&c.*—Continued.

Benefactions.							
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	Object of benefaction and remarks.
5	6	7	8	9	10	11	12
$2,000	$500						For endowment.
				$1,500			Given in scholarships of from $50 to $300 each.
2,500	2,500						Contributions to the sustaining fund.
11,000	11,000						$5,400 for endowment and $5,600 for general purposes.
10,000					$10,000		For the education of the colored people in the United States, on condition that the interest alone be used.
1,000	1,000						For printing press and for a cabinet of natural history.
1,700	1,700						
1,000	1,000						For the department of natural science and for the endowment fund.
500		$500					For repairs on college chapel.
1,300				1,300			For scholarships.
10,000	10,000						A bequest (not yet available) to be added to the general endowment fund, on condition that instruction be always given in mechanical and free hand drawing.
16,000			$6,000				To complete the endowment of the Bradley professorship of Latin on condition that only the interest be used.
			2,500				
			7,500				
600	600						
13,000	8,000						For the endowment fund, on condition that it be returned to the donors should the college ever be removed from New Wilmington.
	5,000						General subscriptions to the endowment fund.
100,000			50,000				To endow the John Welsh centennial professorship of history.
			50,000				To endow the John Rhea Barton professorship of surgery.
1,000	1,000						For endowment.
14,000	14,000						For endowment.
350	350						For improvements.
1,500	500	500					$500 for insurance on building and $1,000 for current expenses.
	500						
5,250	4,500						For the support of faculty.
					100		For medical department.
	500						
					50		
					100		
260		160		100			For a scholarship ($100) and to pay for some property.
3,000	3,000						For endowment.
15,000	15,000						Not available until the death of donor.
7,000	(7,000)						For centre building and for the endowment of presidency.
50,000	50,000						Chiefly in Virginia consols, and is generally payable in instalments for the general uses of the college.
80,000						$80,000	The value of the Brooks Museum of Natural History, including the building and its various cabinets.

TABLE XIX.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &C.—Continued.			
University of Wisconsin	Madison, Wis	Hon. John A. Johnson	Madison, Wis
SCHOOLS OF SCIENCE (*mining, engineering, agriculture, &c.*).			
North Georgia Agricultural College.	Dahlonega, Ga	Trustees of Gov. George R. Gilmer.	
		W. P. Price	
Illinois Industrial University	Urbana, Ill	Lieut. George R. Bacon	Camp Harney, Oreg.
		Smithsonian Institution	Washington, D. C
		Alex. C. Schwartz	Topeka, Kans.
		George A. Wild	Rochester, N. Y.
		C. R. Webb	Philadelphia, Pa
		G. W. Ingalls	Tremont, Ill
Rose Polytechnic Institute	Terre Haute, Ind.	Chauncey Rose (deceased)	Terre Haute, Ind.
Massachusetts Agricultural College.	Amherst, Mass	Hon. William Knowlton	Upton, Mass
Massachusetts Institute of Technology.	Boston, Mass		
Worcester Free Institute of Industrial Science.	Worcester, Mass	Hon. William Knowlton	Upton, Mass
Polytechnic School of Washington University.	St. Louis, Mo	William Palm	St. Louis, Mo
		Gottlieb Conzelman	St. Louis, Mo
Stevens Institute of Technology	Hoboken, N. J	Members of the board of trustees and of the faculty.	
Pennsylvania State College	State College, Pa.	James Kelley	Wilkinsburg, Pa
Hampton Normal and Agricultural Institute.	Hampton, Va	Three hundred and thirty-seven donors.	
SCHOOLS OF THEOLOGY.			
Pacific Theological Seminary	Oakland, Cal		
Augusta Institute	Augusta, Ga	Rev. M. P. Jewett, LL. D.	Milwaukee, Wis
		Maj. Henry M. Robert, U. S. Engineer Corps.	
Theological department of Blackburn University.	Carlinville, Ill		
Chicago Theological Seminary	Chicago, Ill	Mrs. Sweetzer	Port Huron, Mich.
		Various persons	
Presbyterian Theological Seminary of the Northwest.	Chicago, Ill		
Theological department of Griswold College.	Davenport, Iowa		

benefactions for 1877, *&c.*—Continued.

Benefactions.							
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	Object of benefaction and remarks.
5	6	7	8	9	10	11	12
$5,000	....	....	....	....	$5,000	....	Such students only as have attended the common school in the United States at least one year in the aggregate before fifteen years of age, and have attended the university at least one term, or if they have not attended the common school have attended the university at least one year, and those only who either read or speak any one of the Scandinavian languages reasonably well, shall receive aid from this fund.
5,200	$1,000	....	....	....	....	....	For the education of teachers for State schools; is only the income for the year from the bequest.
	3,000	$1,200	....	....	....	....	Interest of $3,000 to be used in defraying general expenses; $1,200 are in buildings.
724	....	....	....	....	....	$724	Bird skins, &c. ($225). Fishes ($200). Specimens in zoölogy ($9). Skeletons ($200). Marine specimens ($40). Indian relics ($50).
105,000	105,000	....	....	....	....	....	For the support of the institute.
1,500	1,500	....	....	....	....	....	For helping various departments.
2,500	2,500	....	....	....	....	....	
2,000	2,000	....	....	....	....	....	For current expenses.
41,000	40,000	....	....	....	....	....	For the general advancement of science.
	....	1,000	....	....	....	....	To furnish the manual training shop.
2,900	....	....	....	$400	....	....	For the establishment of the "Rumford prize" in the chemical department of the Institute.
	2,500	....	....	....	....	....	$2,500 in value have been added to the Mechanical Laboratory under Prof. R. H. Thurston.
1,500	....	1,500	....	....	....	....	To aid in erection of water works, on condition that none of it be applied to any other purpose.
38,881	15,993	6,768	....	13,248	....	....	$2,872 were also donated to the "beneficiary fund."
10,000	10,000	....	....	....	....	....	To pay indebtedness.
....	....	....	....	....	....	....	Some valuable books for biblical study.
....	....	....	....	....	....	....	1,000 copies of Robert's Parliamentary Guide to be disposed of for the benefit of the institute.
3,500	....	3,500	....	....	....	....	For building.
14,600	12,800	....	....	1,800	....	....	$7,500 for permanent fund, on condition that only the income be used; the remainder for a professorship, scholarships (2 of $1,000 each and 1 of $800), endowment, and general purposes; $4,500 being the amount of the bequest of Mrs. Sweetzer.
2,200	(2,200)		....	....	....	....	For building, library, and current expenses.
3,250	(3,250)		....	....	....	....	For building, library, and current expenses.

TABLE XIX.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
SCHOOLS OF THEOLOGY—Cont'd.			
Danville Theological Seminary.	Danville, Ky.		
The College of the Bible	Lexington, Ky	The Disciples in Kentucky and other States.	
Southern Baptist Theological Seminary.	Louisville, Ky	Various persons	
Bangor Theological Seminary	Bangor, Me		
Theological School of Bates College.	Lewiston, Me		
New Church Theological School.	Waltham, Mass		
Augsburg Seminarium	Minneapolis, Minn		
Bishop Green Associate Mission and Training School.	Dry Grove, Miss	Mrs. Julia M. Irvington Mrs. Nathalie Bayliss Various persons	State of New York State of New York
German Theological School of Newark, N. J.	Bloomfield, N. J.	Hon. T. F. Randolph Miss Ellen Mowbrey Daniel Price Other persons	Morristown, N. J. Brooklyn, N. Y. Newark, N. J
Drew Theological Seminary	Madison, N. J.		New York and Philadelphia.
Theological Seminary of Reformed (Dutch) Church in America.	New Brunswick, N. J.	Gardner A. Sage	New York, N. Y
Theological Seminary of the Presbyterian Church.	Princeton, N. J.	Executor of Archibald Cooper. James Lenox G. C. Woodhull (executor) From estate of John C. Green. Sundry persons	 State of New York State of New York New York, N. Y
Auburn Theological Seminary	Auburn, N. Y.	E. B. Morgan E. C. Richards From the estate of P. Snyder. Mrs. A. S. Porter Various persons	Aurora, N. Y. New York, N. Y Niagara Falls, N. Y.
Newburgh Theological Seminary.	Newburgh, N. Y	Henry Harrison Other persons	New York, N. Y
German Theological Seminary of the P. E. Church.	New York, N. Y	Miss Talman Graduates of St. Mary's Hall.	New York, N. Y Burlington, N. J
Union Theological Seminary	New York, N. Y	Francis P. Schoals	New York, N. Y
Theological department of Wilberforce University.	Xenia, Ohio	Henry Gordon Mrs. S. E. Jones A lady	Philadelphia, Pa Hamilton, Ohio Hillsboro', Ohio
Western Theological Seminary.	Allegheny, Pa		
Moravian Theological Seminary	Bethlehem, Pa	Moravian churches	
Theological Seminary of the Evangelical Lutheran Church.	Gettysburg, Pa	Various persons	
Meadville Theological School	Meadville, Pa	Various persons	Boston, New York, Providence, Cincinnati, Chicago, Buffalo, Meadville, &c.

benefactions for 1877, *&c.*—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$750	....	....	....	....	$750	....	
4, 000	....	....	....	....	4, 000	....	To educate young men for the ministry; also cash for support of professors, and donations of furniture and books for library.
20, 000	$20, 000	....	....	....	....	....	Given, in personal bonds and cash, the bonds being payable without interest in five equal annual instalments; the whole amount to be used only for the permanent endowment of the seminary.
6, 000	6, 000	....	....	....	....	....	For general purposes.
300	300	....	....	....	....	....	For furnishing rooms.
600	600	....	....	....	....	....	
19, 053	19, 053	....	....	....	....	....	
1, 500	300	....	....	....	....	....	For current expenses.
	200	....	....	....	....	....	
	1, 000	....	....	....	....	....	
13, 274	500	....	....	....	....	....	
	500	....	....	....	....	....	
	500	....	....	....	....	....	
	11, 774	....	....	....	....	....	
70, 000	....	....	....	....	....	....	Partially in land.
1, 900	700	....	....	....	....	$1, 200	For the expenses of the library and the support of the Peter Hertzog Theological Hall.
172, 345	....	....	....	$1, 070	....	....	To found Cooper scholarship.
	3, 000	....	....	....	....	....	For salary of assistant treasurer.
	....	....	....	2, 125	....	....	To found Sarah W. Arms scholarship.
	150, 000	....	$15, 000	....	....	....	$150,000 in stocks and bonds for sundry purposes, and $15,000 to supplement the Helena professorship.
	....	....	....	....	....	....	Subscriptions amounting to $1,150 to the century fund.
8, 092	....	$2, 000	....	....	....	....	For building a house for professors.
	....	500	....	....	....	....	
	....	....		(690)	....	....	Mainly for scholarships and professorships.
	....	....		(500)	....	....	
	....	....		(4, 402)	....	....	
500	....	....	....	....	....	....	To pay the salary of professors and to aid needy students.
12, 300	....	....	....	8, 500	....	....	For the Talman scholarship.
	....	....	....	3, 800	....	....	For Bishop G. W. Doane scholarship. Those using these funds must be matriculates in the institution.
10, 000	....	....	....	10, 000	....	....	For the endowment of a fellowship.
2, 400	....	2, 000	....	....	....	....	To be given in cash, at the death of his widow, for the improvement of the grounds belonging to the university.
	....	....	....	....	....	....	$300 in real estate.
	....	....	....	....	....	....	$100, given unconditionally.
32, 643	....	....	....	....	....	....	In cash and bonds for buildings and scholarships.
2, 101	....	....	....	....	2, 101	....	For general uses in education and for library.
1, 000	....	....	....	....	....	....	
1, 295	....	....	....	....	....	....	

TABLE XIX.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
SCHOOLS OF THEOLOGY—Cont'd.			
Divinity School of the P. E. Church.	Philadelphia, Pa		
Crozer Theological Seminary	Upland, Pa	Mrs. John P. Crozer	Upland, Pa
Theological department of Cumberland University.	Lebanon, Tenn	Judge Ephraim Ewing (deceased). Mrs. E. C. Smith (deceased). John Finley (deceased)	Kentucky Missouri Kentucky
Theological Department of Central Tennessee College.	Nashville, Tenn	Various persons	
SCHOOLS OF LAW.			
Yale Law School	New Haven, Conn.	Hon. James E. English	New Haven, Conn
Law Department of Iowa State University.	Iowa City, Iowa		
Columbia College Law School	New York, N. Y.	Robert N. Toppan	
School of Law and Equity (Washington and Lee University).	Lexington, Va	Vincent L. Bradford, LL. D Banks & Bros State of Virginia	Philadelphia, Pa New York, N. Y.
SCHOOLS OF MEDICINE.			
Medical Institution of Yale College.	New Haven, Conn.		
Hospital College of Medicine (Central University).	Louisville, Ky	Dr. S. C. McClure	Jeffersonville, Ind
Homœopathic Medical College (University of Michigan).	Ann Arbor, Mich.	Mrs. George Merritt	Lyndehurst, N. Y.
St. Joseph Hospital Medical College.	St. Joseph, Mo	Merchants and others	St. Joseph, Mo
New York Homœopathic Medical College.	New York, N. Y.	Miss Dancer	
Woman's Medical College of the New York Infirmary.	New York, N. Y.	The trustees of the college	
Pulte Medical College	Cincinnati, Ohio		
Starling Medical College	Columbus, Ohio	Mrs. Dr. Lathrop David Jones	
National College of Pharmacy	Washington, D. C.	Members of the college	
INSTITUTIONS FOR SUPERIOR INSTRUCTION OF WOMEN.			
Wesleyan Female College	Wilmington, Del.	J. J. McCullough	Wilmington, Del.
Liberty Female College	Glasgow, Ky.		
Logan Female College	Russellville, Ky		
Waterville Classical Institute	Waterville, Me	Abner Coburn	Skowhegan, Me.
Smith College	Northampton, Mass.		
Wheaton Female Seminary	Norton, Mass	Mrs. E. B. Wheaton	

benefactions for 1877, *&c.*—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
							1,350 volumes to the library.
$2, 000				$2, 000			For scholarship fund.
							Six lots in Chicago.
							In land (not yet available).
							A bequest of personal property; this, together with the other reported benefactions to this department, to be applied to the education of young men for the ministry.
376					$376		To aid students in preparing for the ministry.
10, 000						$10, 000	For the "English library fund," the income to be expended in the purchase of law books.
							A few books to the library and a small amount for prizes, about $100.
150				150			To found a prize in the department of political science.
200	$200						Also a number of law reports.
5, 000	5, 000						Part of this is a bequest, the purposes and conditions of which are not yet known.
							4,000 geological specimens.
127		$127					Value of a balance (Becker & Sons) for laboratory.
2, 000		2, 000					To aid in the establishment of hospital and college.
5, 000	5, 000						Legacy (not yet paid).
3, 697	3, 697						In cash for the current expenses of the college.
6, 400	6, 400						For the general good of the institution.
							53 volumes of medical books.
							114 specimens of chemicals.
150	150						To go into the general fund of the college.
5, 000	5, 000						To be given unconditionally and in cash at the death of his widow.
6, 500		6, 500					To liquidate a debt on buildings and grounds.
1, 200						1, 200	For museum, library, and art gallery.
50, 000	50, 000						For a permanent fund (the income of which is for current expenses), conditioned on the use of the income only and the raising of $50,000 more for the endowment of two other schools in the State.
1, 500						1, 500	For art gallery.
10, 000	(10, 000)						For repairs and general fund.

TABLE XIX.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SUPERIOR INSTRUCTION OF WOMEN—Cont'd.			
Mt. Holyoke Female Seminary	South Hadley, Mass.	R. R. Graves Rodney Wallace	New York, N. Y. Fitchburg, Mass.
Stephens Female College	Columbia, Mo	James L. Stephens	Columbia, Mo
New Hampshire Conference Seminary and Female College.	Tilton, N. H.	N. G. Ladd, M. D. George W. Lane	Malden, Mass. Hampton, N. H.
Granger Place School	Canandaigua, N. Y	Citizens of Canandaigua. Various other persons	
Academy of Mt. St. Vincent	New York, N. Y.		
Granville Female College	Granville, Ohio		
Hillsboro' Female College	Hillsboro', Ohio	Mrs. Buntaine (deceased)	Hillsboro', Ohio
Lake Erie Seminary	Painesville, Ohio	Hon. Reuben Hitchcock Gen. J. S. Casement Jared Murry Rev. H. C. Haydn Other persons	Painesville, Ohio Painesville, Ohio Painesville, Ohio Cleveland, Ohio
Andrew Female College	Huntsville, Tex.		
Vermont Methodist Seminary and Female College.	Montpelier, Vt	Various persons	
Milwaukee College	Milwaukee, Wis		
PREPARATORY SCHOOLS.			
Norwich Free Academy	Norwich, Conn	Various persons	Norwich, Conn
Hebron Academy	Hebron, Me	From the Baptist denomination.	
Phillips Academy	Andover, Mass		
Lawrence Academy	Groton, Mass	James Lawrence Samuel Green, M. D	Groton, Mass Boston, Mass
St. Mark's School	Southborough, Mass.	Francis C. Foster and H. N. Hudson.	Cambridge, Mass
Austin Academy	Centre Strafford, N. H.	Daniel Austin	Kittery, Me
Phillips Exeter Academy	Exeter, N. H.	Anonymous Rev. Charles Burroughs, D. D.	 Portsmouth, N. H
Farnum Preparatory School	Beverly, N. J.	Edward T. Farnum	
Peddie Institute	Hightstown, N. J.	T. B. Peddie	Newark, N. J.
Park Institute	Rye, N. Y.	Trustees of school	Rye, N. Y.
Brooks School	Cleveland, Ohio	Various persons	Cleveland, Ohio
Greenwich Academy	East Greenwich, R. I.	Various persons	
Claflin University	Orangeburg, S. C	Hon. William Claflin The Claflin family Freedmen's Aid Society of Cincinnati. Society for Propagation of the Gospel. Other persons and societies.	Boston, Mass. Boston, Mass.

benefactions for 1877, *&c.*—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$5,500	$5,000	....	....	....	....	....	For education (permanent fund).
	....	....	....	....	....	$500	For art department.
20,000	20,000	....	....	....	....	....	For general endowment, on condition that a first class Baptist school be maintained.
11,000	10,000	....	....	....	....	....	Subject to 7 per cent. annuity during life of donor; to found a chair of "social, moral, and biblical learning."
	1,000	....	....	....	....	....	To increase the endowment.
4,336	....	$4,272	....	....	....	....	For the purchase of school property on condition that the school be continued in the city for five years.
	....	....	....	....	....	64	For the library and reading room; also, valuable books and apparatus, relics, and curiosities.
600	600	....	....	....	....	....	
3,000	....	3,000	....	....	....	....	For steam heating apparatus.
10,000	10,000	....	....	....	....	....	Bequest to be paid over to the trustees, and, if $5,000 be added within five years from the death of the testatrix, it is to be used for the endowment of the boarding department; otherwise to be applied to the endowment of a professorship.
22,640	7,000	14,440	....	$1,200	....	....	$14,440 for new buildings, $7,000 for debt, and $1,200 for scholarship fund.
2,000	....	....	....	....	....	....	Of this, $1,000 is the value of books received.
10,600	10,600	....	....	....	....	....	For endowment fund.
100	....	....	....	....	....	100	Value of specimens for natural history cabinets.
50,000	50,000	....	....	....	....	....	For general fund.
15,000	15,000	....	....	....	....	....	To endow the academy as a feeder for Colby University, on condition that the interest only be used.
250	250	....	....	....	....	....	For current expenses.
228	108	....	....	....	....	120	$120 for increase of library; $108 to lecture fund.
600	....	....	....	....	....	600	For library; also a number of books.
6,000	6,000	....	....	....	....	....	To sustain the academy.
9,050	8,000	....	....	....	....	50	$5,000 is for the general fund; $3,000 for charity fund; $50 for library.
	....	....	....	1,000	....	....	Bequest for the Burroughs scholarship.
....	....	....	....	....	....	....	A portrait of the founder, Paul Farnum.
55,000	....	55,000	....	....	....	....	To pay for real estate, &c.
1,000	1,000	....	....	....	....	....	For current expenses.
935	....	935	....	....	....	....	For the purchase of apparatus.
23,000	23,000	....	....	....	....	....	Mainly for the "relief fund" for the payment of debt.
4,000	1,500	....	....	....	....	....	To sustain the school.
	500	....	....	....	....	....	
	1,100	....	....	....	....	....	
	200	....	....	....	....	....	
	700	....	....	....	....	....	

TABLE XIX.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
PREPARATORY SCHOOLS—Cont'd.			
Burr and Burton Seminary	Manchester, Vt	Citizens	Chicago, Ill
Preparatory Department of Northwestern University.	Watertown, Wis	Evangelical Lutheran Synod of Wisconsin.	
INSTITUTIONS FOR SECONDARY INSTRUCTION.			
Greene Springs School	Greene Springs, Ala	J. E. Mathews	Dallas County, Ala
Talladega College	Talladega, Ala	American Missionary Society.	New York, N. Y.
Mills Seminary for Young Ladies.	Brooklyn, Cal	Mrs. William Hyde Miss Sarah Sage Mrs. James Williamson	Ware, Mass. Ware, Mass. New York, N. Y.
Immaculate Heart of Mary	Gilroy, Cal	Mrs. Catherine Dunne	San José, Cal
Academy of Notre Dame	Marysville, Cal	Michael Fallent	Wheatland, Cal
School of the Holy Cross	Santa Cruz, Cal		
Wolfe Hall	Denver, Colo	Miss Catherine L. Wolfe	New York, N. Y.
Fitch's Home School	Noroton, Conn	Benj. Fitch Philander Botter (dec'd)	Noroton, Conn
St. Margaret's Diocesan School for Girls.	Waterbury, Conn		
Wilmington Conference Academy.	Dover, Del	Various persons	Delaware and Eastern Maryland.
Cookman Institute	Jacksonville, Fla	Various persons	
Masonic Academy	Milton, Fla	Smithsonian Institution and various departments of the General Government.	
Wofford Academy	Cass Station, Ga	W. T. Wofford	
Hearn Manual Labor School	Cave Spring, Ga		
Oak Grove Academy	Garden Valley, Ga	Various persons	
Adams' Practical School	Linton, Ga	Various persons	
Mount de Sales Academy	Macon, Ga	T. C. Dempey C. Burke D. and M. Daly Dr. J. Ingalls E. O'Connell Other persons	Macon, Ga
Nacoochee High School	Nacoochee, Ga	Geo. W. Williams	Charleston, S. C
Jennings Seminary	Aurora, Ill	Citizens of Aurora and vicinity.	
Monticello Female Seminary	Godfrey, Ill	Benj. Godfrey	
Bradford Academy	Bradford, Iowa	Citizens of Bradford	
Coe Collegiate Institute	Cedar Rapids, Iowa	T. M. Sinclair	Cedar Rapids, Iowa
Lenox Collegiate Institute	Hopkinton, Iowa	T. M. Sinclair Synod of Iowa (North)	Cedar Rapids, Iowa
Le Grand Christian Institute	Le Grand, Iowa	Various persons	

benefactions for 1877, *&c.*—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$55	....	....	....	$55	....	....	Two prizes, to be known as the "Skinner prizes," one for the best student, the other for the best written original essay; the candidate for either of these prizes must be in the school during the entire year.
6,000	$6,000	....	....	....	....	....	
600	....	$600	....	....	....	....	One fine telescope, valued at $600.
10,000	10,000	....	....	....	....	....	For current expenses.
4,000	....	....	....	....	$4,000	....	
5,000	5,000	....	....	....	....	....	For the purpose of opening a day school for boys under 12 years of age.
....	....	....	....	....	....	....	One-fourth of all his property, real and personal, to pay debts of institution.
500	500	....	....	....	....	....	$200 for the use of one of the Sisters and $300 for the orphans.
1,000	1,000	....	....	....	....	....	For current expenses.
1,000	....	....	....	....	....	....	For soldiers' orphans; also houses, lands, library, and valuable paintings from Mr. Fitch for the same purpose.
	500	....	....	....	....	....	
	500	....	....	....	....	....	
5,000	5,000	....	....	....	....	....	
1,100	1,100	....	....	....	....	....	To liquidate debt.
300	....	....	....	....	300	....	To aid those studying for the ministry.
....	....	....	....	....	....	....	53 volumes for library, 2 atlases, and 75 maps.
300	300	....	....	....	....	....	To pay principal's salary.
12,000	12,000	....	....	....	....	....	To found a high school.
40	....	40	....	....	....	....	For repairing school room.
300	300	....	....	....	....	....	To aid in paying the salary of the principal.
1,000	....	1,000	....	....	....	....	To make an addition to building.
450	450	....	....	....	....	....	To pay tuition in part.
300	....	300	....	....	....	....	For repairs.
....	....	....	....	....	....	....	Nearly all of the school property, which is estimated to be worth $175,000, was given by Mr. Godfrey for the advancement of female education.
27	....	27	....	....	....	....	For chemical laboratory.
80	....	....	....	80	....	....	This is the amount of interest on certain bonds which have been devoted to the founding of mathematical, classical, biblical, and oratorical prizes.
320	....	....	....	....	....	$120	For library and general interests of the school.
	....	200	....	....	....	....	For repairing chapel; it is the interest on an invested fund belonging to the synod.
6,500	....	6,500	....	....	....	....	To erect a hall for boarding department.

TABLE XIX.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
Mitchell Seminary	Mitchellville, Iowa	Hon. Thomas Mitchell and other persons.	
Alexander College	Burkesville, Ky	Various persons	Kentucky
Marion Academy	Marion, Ky	Board of trustees	
Saint Hyacinth's Convent	Monroe, La		
Hallowell Classical and Scientific Academy.	Hallowell, Me	Mrs. C. A. Eastman	Venice, Italy
Peirce Academy	Middleboro', Mass	By subscription	
New Salem Academy	New Salem, Mass	Rev. J. N. Trask	New Salem, Mass
Sawin Academy and Dowse High School.	Sherborn, Mass	Martha Sawin	
		Thomas Dowse	
Wesleyan Academy	Wilbraham, Mass	Residents of Wilbraham	
Latimer Hall	Fentonville, Mich		
Gustavus Adolphus College	St. Peter, Minn	Churches of the Minnesota Conference (Swedish Evangelical Lutheran).	
		Citizens of St. Peter	
Wesleyan Methodist Seminary	Wasioja, Minn	Various persons	
Mt. Hermon Female Seminary	Clinton, Miss	Rev. E. Hathaway	Cincinnati, Ohio
Grand River College	Edinburg, Mo		
Stewartsville Male and Female Seminary.	Stewartsville, Mo	Anonymous	
Proctor Academy	Andover, N. H	Col. Sweatt (deceased)	Franklin, N. H
Atkinson Academy	Atkinson, N. H		
New Hampton Literary Institution.	New Hampton, N. H.	Various persons	
Coe's Northwood Academy	Northwood, N. H	E. S. Coe	Bangor, Me
Tubbs' Union Academy	Washington, N. H	Mr. and Mrs. Tubbs	Deering, N. H
Kearsarge School of Practice	Wilmot, N. H	Mrs. William P. White	Boston, Mass
		Mr. and Mrs. Youngman	Wilmot, N. H
		Nathan Brown	
		Calvin Fiske	
		Charles Trussell	Wilmot, N. H
South Jersey Institute	Bridgeton, N. J	Miss A. M. Mulford	
		Miss Hannah Mulford	
		H. J. Mulford and others	
St. Stephen's School	Millburn, N. J	E. S. Renwick	Millburn, N. J
Amsterdam Academy	Amsterdam, N. Y	General subscriptions	
Cayuga Lake Academy	Aurora, N. Y	E. B. Morgan	Aurora, N. Y
Bedford Academy	Bedford, N. Y	Residents of Bedford and vicinity.	
Union Academy of Belleville	Belleville, N. Y	150 citizens of Belleville and its vicinity.	
St. Mary's School	Brooklyn, N. Y.	Rev. H. O'Laughlin	Brooklyn, N. Y
Ten Broeck Free Academy	Franklinville, N. Y	Peter Ten Broeck (deceased).	Farmersville, N. Y
St. Paul's School	Garden City, N. Y.	Mrs. A. T. Stewart	New York, N. Y

benefactions for 1877, *&c.*—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	**6**	**7**	**8**	**9**	**10**	**11**	**12**
$20,000	....	$20,000	....	....	....	....	For the erection of building; is now partially in land.
8,000	$8,000	....	....	....	....	....	For an endowment fund, on condition that it be used for the education of girls.
1,500	....	1,500	....	....	....	....	To erect and furnish an addition to old building.
240	....	240	....	....	....	....	To assist in purchasing a lot for convent.
....	....	....	....	....	....	....	A collection of large photographs of European paintings for use in the study of art.
1,000	1,000	....	....	....	....	....	
....	....	....	....	....	....	....	A Mason and Hamlin cabinet organ.
45,000	40,000 5,000	....	....	....	....	....	For educational purposes, on condition that a high school be maintained.
411	411	....	....	....	....	....	For general purposes.
500	500	....	....	....	....	....	For payment of debt.
15,000	12,500 2,500	....	....	....	....	....	
4,000	(4,000)		....	....	....	....	For endowment, apparatus, and library; this amount also includes the value of several gifts of books and apparatus.
873	873	....	....	....	....	....	Also several other contributions of from $50 to $200 each.
2,500	2,500	....	....	....	....	....	
63	63	....	....	....	....	....	To be added to the endowment fund on condition that only the interest be used.
1,000	1,000	....	....	....	....	....	As a permanent fund, on condition that the income only be expended.
2,000	2,000	....	....	....	....	....	
600	600	....	....	....	....	....	To aid in establishing a commercial college in connection with the institution.
500	500	....	....	....	....	....	For current expenses.
1,500	1,500	....	....	....	....	....	For general purposes.
200	....	200	....	....	....	....	For building.
35,000	35,000	....	....	....	....	....	To be used to liquidate debt, on condition that the whole indebtedness be removed. The condition was met.
700	700	....	....	....	....	....	For general purposes.
250	....	....	....	....	....	$250	For library and apparatus, on condition that as much more be given by the trustees.
500	500	....	....	....	....	....	For principal's salary.
45	....	45	....	....	....	....	For the purchase of additional philosophical apparatus.
25,000	25,000	....	....	....	....	....	As an endowment fund, on condition that a school of a certain grade and character be maintained.
3,500	3,500	....	....	....	....	....	
75,000	75,000	....	....	....	....	....	For the founding of an academy where there shall be free instruction for the children of Cattaraugus County, N. Y.
10,000	....	10,000	....	....	....	....	Value of books, furniture, houses, &c., given "to found the best classical school in America," on condition that it be an appendage to the Cathedral of the Incarnation of the diocese of Long Island.

TABLE XIX.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
Le Roy Academic Institute	Le Roy, N. Y.		
New Berlin Academy	New Berlin, N. Y.	H. O. Moss and others	New Berlin, N. Y
Nazareth Academy	Rochester, N. Y		
Rochester Realschule	Rochester, N. Y.	Rochester Realschulverein.	
Saugerties Institute	Saugerties, N. Y	Various persons	
New Garden Boarding School	New Garden P. O., N. C.	Allery Jay	Providence, R. I.
Washington School	Raleigh, N. C	American Missionary Association. From friends	
Randall Academy	Berlin, Ohio	Various persons	Jackson County, Ohio.
Beverly College	Beverly, Ohio	John Dodge (deceased) Benjamin Dunn (deceased).	Beverly, Ohio Beverly, Ohio
Academy of Central College	Central College, Ohio.	Counties of Central Ohio	
Albany Enterprise Academy	Lee, Ohio	Agent for the Avery estate	Pittsburgh, Pa.
Savannah Male and Female Academy.	Savannah, Ohio	Various persons	
Albany Collegiate Institute	Albany, Oreg	Thomas Montieth	Albany, Oreg
Beaver College and Musical Institute.	Beaver, Pa.	John F. Draw Cyrus Clarke Henry Hice	Beaver, Pa New Castle, Pa Beaver, Pa.
Linden Female Seminary	Doylestown, Pa		
Western Pennsylvania Classical and Scientific Institute.	Mt. Pleasant, Pa.	Various persons	
Broad Street Academy	Philadelphia, Pa		
St. Mary's Seminary	Providence, R. I	Rev. D. Reley (deceased)	
Avery Normal Institute	Charleston, S. C	American Missionary Association.	
Limestone Springs Female High School.	Limestone Springs, S. C.	Hon Peter Cooper	New York, N. Y
Chatata Seminary	Chatata, Tenn	Van Antwerp, Bragg & Co.	Cincinnati, Ohio
Tannehill College	Gainesboro' Tenn.	Various persons	Gainesboro', Tenn
Loudon High School	Loudon, Tenn.	Various persons	
Branner Institute	Mossy Creek, Tenn	Department of the Interior	Washington, D. C
Nashville Normal and Theological Institute.	Nashville, Tenn	Mrs. Davis (deceased) Other persons	Michigan
Holston Seminary	New Market, Tenn	Abner Cornwell Mrs. Wood Dr. Potter Other persons	Penfield, N. Y Gloversville, N. Y. Canandaigua, N. Y. New York

benefactions for 1877, &c.—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$200	....	....	....	....	....	$200	Several citizens of Le Roy contributed $100 and the State appropriated a like amount toward the purchase of books and apparatus.
100	....	....	....	....	....	100	For library.
3,000	$3,000	....	....	....	....	....	
700	....	$700	....	....	....	....	To pay the interest on the capital that is invested in the school buildings, on condition that the school be non-sectarian.
4,200	4,200	....	....	....	....	....	To pay debt.
128	....	....	....	....	$128	....	
492	492	....	....	....	....	....	For payment of teachers.
200	200	....	....	....	....	....	To sustain the school.
....	....	....	....	....	....	....	Land and building.
....	....	....	....	....	....	....	Land (since sold).
8,106	....	(8,106)		....	....	....	Given in the last three years to erect buildings and endow professorships.
1,000	1,000	....	....	....	....	....	To liquidate debt, on condition that the school be for the education of the colored race.
102	102	....	....	....	....	....	To augment principal's salary.
10,750	750	10,000	....	....	....	....	Land valued at $10,000 as a location for college building, on condition that the school be under the control of the Presbyterian Church.
6,000	....	6,000	....	....	....	....	Payment of debt on building.
450	450	....	....	....	....	....	Proceeds of sale of Ingham Female Seminary, Doylestown.
2,500	....	2,500	....	....	....	....	To complete building for dormitory.
....	....	....	....	....	....	....	Five or six medals ($5–$10) to encourage emulation in different classes.
2,000	2,000	....	....	....	....	....	For current expenses.
2,728	2,728	....	....	....	....	....	
22,000	....	22,000	....	....	....	....	Amount invested in property at this place for the purpose of establishing a free institute similar to Cooper Institute, New York City. The annual income from lime works on the property (six to ten thousand dollars) is to be used for the endowment of the school.
25	....	....	....	....	....	25	Value of books given to library.
800	....	800	....	....	....	....	Value of an additional building, given on condition that it be under the care of the Tannehill Lodge of Free and Accepted Masons.
3,350	3,350	....	....	....	....	....	To liquidate debt.
50	....	....	....	....	....	50	Value of books.
5,800	5,000	....	....	....	....	....	
	800	....	....	....	....	....	
700	500	....	....	....	....	....	For improvements, library, &c.
	25	....	....	....	....	....	
	75	....	....	....	....	....	
	100	....	....	....	....	....	

TABLE XIX.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
Washington College	Washington College, Tenn.	Various persons	
Wiley University	Marshall, Tex	Erastus Wadsworth	
		W. H. Davis	Marshall, Tex
		Other persons	
Barre Academy	Barre, Vt	Various persons	
Derby Academy	Derby, Vt		
St. Johnsbury Academy	St. Johnsbury, Vt.	Thaddeus Fairbanks	St. Johnsbury, Vt
Green Mountain Perkins Academy.	South Woodstock, Vt.	Nathan T. Churchill	Woodstock, Vt
Albion Academy	Albion, Wis	Various persons	Albion, Wis
Lake Geneva Seminary	Geneva, Wis	S. P. Farrington	Chicago, Ill.
		Dr. B. O. Reynolds	Geneva, Wis.
St. Mary's Institute	Prairie du Chien, Wis.	Hon. J. Lawler and Hon. P. Doyle.	Prairie du Chien, Wis.
St. Catharine's Female Academy	Racine, Wis	Society of Foreign Missions.	Munich, Bavaria
		Mrs. Roeschen	
St. John's School	Logan, Utah	Various persons	
Wahsatch Academy	Mt. Pleasant, Utah	Various persons	
School of the Good Shepherd	Ogden, Utah	Various persons	
Brigham Young Academy	Provo City, Utah	Brigham Young (deceased)	
St. Mark's Grammar School	Salt Lake City, Utah.	Various persons, churches, and Sunday schools.	
Salt Lake Collegiate Institute	Salt Lake City, Utah.	Various persons	
LIBRARIES.			
Chicago Historical Society Library.	Chicago, Ill.	H. D. Gilpin (deceased)	Philadelphia, Pa
		Subscriptions	
Public Library and Reading Room.	Cedar Falls, Iowa.	Citizens	Cedar Falls, Iowa
Mt. Pleasant Public Library	Mt. Pleasant, Iowa		
House of the Angel Guardian	Boston, Mass		
Malden Public Library	Malden, Mass		
North Hadley Library Association.	North Hadley, Mass.	North Hadley Lyceum	
Rumford Library	North Woburn, Mass.		
The Snow Library	Orleans, Mass	David Snow (deceased)	Boston, Mass
Paxton Free Public Library	Paxton, Mass		
Pembroke Free Library	Pembroke, Mass		
Graves Library	Sunderland, Mass.	Executors of R. R. Graves	
Tewksbury Public Library	Tewksbury, Mass.		
Ladies' Library Association	Coldwater, Mich.		
Barron Library	Woodbridge, N. J.	Thomas Barron (deceas'd)	
		Dr. John C. Barron	
Seymour Library Association	Auburn, N. Y	James S. Seymour (deceased).	Auburn, N. Y
Pottsville Athenæum	Pottsville, Pa.		
Titusville Library Association	Titusville, Pa.	Members of incorporation and others.	
Providence Public Library	Providence, R. I.		
Thetford Memorial Library	Thetford, Vt.	Mrs. N. L. Barney (deceased).	New York, N. Y.

benefactions for 1877, *&c.*—Continued.

Benefactions.							
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	Object of benefaction and remarks.
5	6	7	8	9	10	11	12
$70	$70						For fencing and other repairs.
60	60						To pay instructors.
2,000	2,000						For repairs and other current expenses.
100	100						Value of cabinet organ.
3,500	3,500						For current expenses.
1,000	1,000						To increase the fund of the college.
4,000	4,000						In negotiable notes to pay debts.
50						$50	Value of a microscope and of books for library.
10,000		$10,000					For the erection of St. Mary's Hall.
689	489						
	200						
1,000		1,000					For school building.
600					$600		
1,000				$1,000			For scholarships ($40 each).
21,000	6,000	15,000					$15,000 is the value of grounds, buildings, and apparatus; $5,000 are for the fund of the academy, and $1,000 the income from all productive funds.
5,608					5,608		
1,800				1,800			For scholarships ($30 each); $900 were from Home Mission Board.
66,510						64,000	In Chicago City bonds and real estate (not yet available).
		2,510					For building for the society.
350						350	For library; also a gift of 1,300 volumes from a library heretofore maintained by a club.
147						147	
1,910						1,910	
5,000						5,000	
9						9	
2,000						2,000	Includes membership fees.
5,000						5,000	
100						100	
500						500	Of this $300 is the value of books received.
2,000						2,000	
400						400	Includes the value of all books received as gifts.
145						145	
53,000						50,000	
		3,000					Value of ground on which the library building stands.
30,320						30,320	Of this $320 were a gift from another source.
50						50	
3,227						3,227	Of this $3,000 were from thirty members of the incorporation, who subscribed $100 each for the founding of a permanent fund.
92,750						92,750	
4,000						4,000	$1,000 are invested in books.

TABLE XIX.—*Statistics of educational*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
LIBRARIES—Continued.			
Vergennes Library	Vergennes, Vt.	Miss Susan B. Strong and others.	
INSTITUTIONS FOR THE DEAF AND DUMB.			
Institution for the Deaf and Dumb and the Blind.	Berkeley, Cal	Robert W. Durham (deceased).	Chico, Cal
American Asylum for the Deaf and Dumb.	Hartford, Conn	James S. Seymour (deceased).	Auburn, N. Y
		Miss Eliza Morrison	Peterboro', N. H.
Illinois Institution for the Education of the Deaf and Dumb.	Jacksonville, Ill	Departments of the General Government.	Washington, D. C
		Northwestern Electrical Company.	
St. Joseph's Institute for the Improved Instruction of Deaf-Mutes.	Fordham, N. Y.		
New York Institution for the Instruction of the Deaf and Dumb.	New York, N. Y.	E. Holbrook	New York, N. Y.
		B. F. Wheelwright	New York, N. Y.
		Harriet Stoner	New York, N. Y.
North Carolina Institution for the Deaf and Dumb.	Raleigh, N. C	John Kelly	Hillsboro', N. C.

benefactions for 1877, *&c.*—Continued.

Benefactions.							
Total.	Endowment and general purposes.	Grounds, buildings, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	Object of benefaction and remarks.
5	6	7	8	9	10	11	12
$1,521	....	....	....	....	....	$1,521	
32,000	$32,000	....	....	....	....	....	For the benefit of the Institution for the Deaf and Dumb.
6,777	4,777 2,000	....	....	....	....	....	For general purposes.
....	....	....	....	....	....	....	A number of public documents.
....	....	....	....	....	....	....	All instruments used in telegraphy.
120	120	....	....	....	....	....	
12,870	11,758 1,000 112	....	....	....	....	....	The first two gifts for general purposes of the institution; one-half of the interest on the last to be added to the principal, the other half to be expended for a prize for the best congenital deaf-mute graduate in any year.
3,000	....	....	....	....	....	3,000	$240 is the interest, which is to be expended for books.

TABLE XX.—*Publications, educational, historical, &c., for 1877; compiled from publishers' announcements, by the United States Bureau of Education.*

Name of book and of author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
ARCHÆOLOGY, FINE ARTS, AND MUSIC.					
Analytical Theory of Harmony and Musical Composition. By H. S. Saroni.	Oliver Ditson & Co	Boston, Mass.	8vo	160	$1 25
Art Anatomy. By Dr. William Rimmer	Little, Brown & Co	do	Oblong 4to		50 00
Industrial Art Education Considered Economically. By Prof. Walter Smith.	Lockwood, Brooks & Co	do	8vo		20
What is Art? By S. G. W. Benjamin	do	do	8vo		75
Graded Music Reader. For Use in Public Schools. By H. S. Perkins. 3 books.	G. D. Russell & Co	do			35, 40, 50
The Singer's Handbook. By Henry Robyn. New and revised edition	C. Witter	St. Louis, Mo.	Oblong 4to	61	30
Vocal Physiology. By Charles Alexander Guilmette	C. C. Pearson & Co	Concord, N. H.	8vo	176	1 50
The Theory of Art and Some Objections to Utilitarianism. By Guy D. Daly, M. D.	D. Appleton & Co	New York, N. Y.	8vo	13	25
The Polytechnic Collection of Music for Academies and High and Normal Schools. By U. C. Burnap and W. J. Wetmore.	A. S. Barnes & Co	do	8vo	200	1 25
Contemporary Art in Europe. By S. G. W. Benjamin. Illustrated	Harper & Bros	do	8vo	165	3 50
Art Education as Applied to Industry. By Col. Geo. W. Nichols	do	do	8vo		4 00
A Text-book of Harmony for Schools and Students. By Chas. E. Horsley	do	do	12mo	ix, 89	88
The Renaissance. Studies in Art and Poetry. By Walter H. Pater. Second edition, revised.	Macmillan & Co	do	Crown 8vo	225	3 00
Temperament. An Elementary Treatise on Musical Intervals and Temperament. By R. H. M. Bosanquet.	do	do	8vo		2 00
Manual of Musical Theory. By Carl Friederich Weitzman. Edited by E. M. Bowman.	W. A. Pond & Co	do	8vo	289	2 50
The Child's Piano Instructor for Class and Private Teaching. By S. M. Wolfsheim.	G. Schirmer	do	4to	38	1 50
Woman as a Musician: An Art-Historical Study. By Fanny Raymond Ritter.	Edward Schuberth	do	12mo		Paper, 25
Music and Musicians. By Robt. Schumann. Translated, edited, and annotated by Fannie R. Ritter.	do	do	8vo	418	2 75
The Ceramic Art of Great Britain. By L. Jewett. With 2,000 engravings. 2 vols.	Scribner, Welford & Armstrong.	do	8vo		18 00
The Anatomy and Philosophy of Expression as Connected with Fine Arts. By Sir Charles Bell.	do	do	12mo		2 00
History of the Ceramic Art. By Albert Jacquemart. New edition	do	do	Royal 8vo		10 50
A Manual of the Historical Development of Art. By G. G. Zerffi	do	do	Crown 8vo		3 00
Woodward's Artistic Drawing Studies for Artists, Art Students and Schools. Complete in 20 parts. Parts 2-5.	W. H. Stelle & Co	do	4to		Each, 50
Elementary Perspective Explained and Adapted to Familiar Objects. By M. J. Keller.	R. Clarke & Co	Cincinnati, Ohio	12mo	47	1 00
Engraved Gems: Their Places in the History of Art. With catalogue of a cabinet of gems. By Maxwell Sommerville. Illustrated.	Porter & Coates	Philadelphia, Pa	8vo	71, 67	1 25

BIBLIOGRAPHY AND LITERATURE.

Hours with Men and Books. By Wm. Mathews	S. C. Griggs & Co	Chicago, Ill	12mo		2 00
Classical English Reader. By Rev. Henry N. Hudson	Ginn & Heath	Boston, Mass	12mo		1 40
An Introduction to the Rhythmic and Metric of the Classical Languages. Edited from the German by John Williams White, A. M.	do	do			
The Odes of Horace in English Verse. By Caskie Harrison. Part I, containing the First Book.	do	do			50
Text-Book of Prose and Poetry, from Addison and Goldsmith. By Rev. Henry N. Hudson. Pamphlet sections.	do	do	16mo	80	38
Familiar Quotations. By John Bartlett. Seventh edition, revised and enlarged.	Little, Brown & Co	do	12mo		3 00
Studies in Early French Poetry. By Walter Besant, A. M	Roberts Bros	do	12mo	vi, 319	2 00
Literature Primers:					
Classical Geography. By H. F. Tozer, M. A. Edited by J. R. Green, M. A.	D. Appleton & Co	New York, N. Y	18mo	127	45
Philology. By John Peile, M. A. Edited by J. R. Green, M. A.	do	do	18mo	164	45
Shakspeare from an American Point of View, with the Baconian Theory Considered. By Geo. Wilkes.	do	do	8vo	xi, 471	3 00
A First Sketch of English Literature. By Prof. Henry Morley. Second edition.	Cassell, Petter & Galpin	do	Crown 8vo	912	3 50
Library of English Literature. By Prof. Henry Morley. Vols. I and II. Illustrated.	do	do	4to	Vol. I, 512 Vol. II,	Each, 5 00
History of Art. By Dr. Wilhelm Lübke. A new translation from the seventh German edition. Edited with notes by Clarence Cook. In 2 vols. Illustrated.	Dodd, Mead & Co	do	8 vo	Vol. I, xix, 571 Vol. II,	14 00
Commentary to Euripides. By Chas. Anthon, LL. D	Harper & Bros	do	18mo	453	1 05
Seemann's Mythology. Edited from the German of O. Seemann by G. H. Bianchi, B. A. Illustrated.	do	do	16mo	311	70
Lawrence's (Eugene) Historical Studies:					
Primer of Greek Literature	do	do	32mo	142	25
Primer of Latin Literature	do	do	32mo	150	25
Primer of Mediæval Literature	do	do	32mo	125	25
Apologies of Justin Martyr. Vol. 5 of Douglass Series of Christian Greek and Latin Writers. Introduction and notes by Basil L. Gildersleeve, PH. D., LL. D.	do	do	12mo	xl, 289	1 75
White's (C. A.) Classical Liturature	Henry Holt & Co	do	Large 12mo	xviii, 431	2 25
History of English Literature. By H. A. Taine. New edition. 2 vols. in 1	do	do	8vo		4 00
The Eighteenth Century in Literature and Scholarship. By Thomas De Quincey. Riverside edition.	Hurd & Houghton	do	Crown 8vo		1 75
Horace's Life and Character. An Epitome of his Satires and Epistles. By R. M. Hovenden, B. A.	Macmillan & Co	do	16mo		1 75
Old Tales Retold from Grecian Mythology in Talks Around the Fire. By Augusta Larned. Illustrated.	Nelson & Phillips	do	12mo	498	2 00
Dictionary of Dates. By Joseph Haydn. Fifteenth English edition. Edited by Benjamin Vincent. With an American supplement by G. P. Putnam, A. M.	G. P. Putnam's Sons	do	Large 8vo	1000	9 00
The Best Reading. Edited by Fred. B. Perkins. Fourth edition, revised and enlarged.	do	do	8vo	343	1 75
The World's Progress. By Geo. P. Putnam, A. M. Revised and continued by F. B. Perkins.	do	do	8vo	1028	4 50

TABLE XX.—*Publications, educational, historical, &c., for 1877, &c.*—Continued.

Name of book and of author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
BIBLIOGRAPHY AND LITERATURE—Continued.					
History of French Literature. By Henri Van Laun:					
Vol. 2. From the Classical Renaissance until the End of the Reign of Louis XIV.	G. P. Putnam's Sons	New York, N. Y	8vo	xiv, 392	$2 50
Vol. 3. From the End of the Reign of Louis XIV until the End of the Reign of Louis Philippe.	do	do	8vo		2 50
A Bibliography of Bibliography. By Joseph Sabin	J. Sabin & Sons	do	8vo	151	1 50
Bibliotheca Americana—A Dictionary of Books relating to America from its Discovery to the Present time. By Joseph Sabin. Parts 47–54.	do	do	Each, 8vo		Pap., ea., 2 50
Ancient Mycenæ. By Dr. Henry Schliemann. Preface by Rt. Hon. W. E. Gladstone, M. P.	Scribner, Armstrong & Co.	do	4to		12 00
Forsyth's Life of Cicero. New edition. 2 vols. in 1	do	do	12mo	364, 341	2 50
The Manual of Dates. By George H. Townsend. Fifth edition	Scribner, Welford & Armstrong.	do	8vo		9 00
Webster's Dictionary of Quotations	do	do	12mo		1 25
The Unrivalled Classical Atlas. By W. and A. K. Johnston. 23 colored maps.	do	do	4to		
Seemann's (O.) Mythology of Greece and Rome. Translated by G. H. Bianchi, B. A.	do	do	12mo	275	1 50
Shakspeare Commentaries. By Dr. G. G. Gervinus	do	do	8vo	955	5 25
Science of Rhetoric. By D. J. Hill	Sheldon & Co	do	16mo	304	1 20
The Æneid of Virgil. By Prof. John Conington, A. M. New edition	W. J. Widdleton	do	Crown 8vo		2 25
English Literature Considered as the Interpreter of English History. By Henry Coppée, LL. D. Fourth edition.	Claxton, Remsen & Haffelfinger.	Philadelphia, Pa	12mo		2 25
Grammatical Praxis in American Literature. By Robt. K. Buehrle	Cowperthwait & Co	do	12mo	80	30
Science of Language. By A. Hovelacque. Translated by A. H. Keane, B. A. Vol. 1.	J. B. Lippincott & Co	do	12mo		1 75
Chambers's Cyclopædia of English Literature. Edited by Robert Chambers, LL. D., and Robert Carruthers, LL. D. New stereotyped edition of 1876. Illustrated. 2 vols.	do	do	Royal 8vo	Vol. 1...xvi, 816 Vol. 2...xvi, 816	9 00
Demosthenes. Vol. 4 of Supplemental Series of Ancient Classics for English Readers. By Rev. W. J. Broadribb.	do	do	12mo		1 00
Aristotle. Vol. 5 of Supplement Series of Ancient Classics for English Readers. By Sir Alex. Grant.	do	do	12mo		1 00
Goethe's Prosa. By C. A. Buchheim, PH. D., F. C. P.	do	do	12mo		1 50
Odes of Horace. Translated into English verse by Theo. Martin	Porter & Coates	do	16mo		1 00
An Abridgment of Kame's Elements of Criticism. Edited by John Frost, A. M.	do	do	12mo		1 00
Cyclopædia of American Literature. By E. A. and G. L. Duyckinck. Edited by M. L. Simons. 2 vols.	Wm. Rutter & Co	do	8vo	2080	Each, 6 00

DICTIONARIES AND ENCYCLOPÆDIAS.					
Students' Commonplace Book. Index of valuable references. By H. I. Fox, D. D.	A. S. Barnes & Co	New York, N. Y	4to	500	4 50
Royal Masonic Cyclopædia. Edited by K. R. H. MacKenzie	J. W. Bouton	do	Large 8vo	780	7 00
Cyclopædia of Biography. By Parke Godwin. New edition	G. P. Putnam's Sons	do	8vo	1200	5 00
An Etymological and Pronouncing Dictionary of the English Language. By James Stormonth.	Scribner, Welford & Armstrong.	do	12mo	775	3 75
Cyclopædia of Education. Edited by Henry Kiddle and A. J. Schem	E. Steiger	do	8vo		5 00
Chambers's Encyclopædia. New and revised edition. Edinburgh edition. 10 vols.	R. Worthington	do	Royal 8vo		25 00
Latham's Johnson's Dictionary. New edition. Edited by R. G. Latham, M. A., M. D.	do	do	8vo	1600	7 50
A Dictionary of Chemistry and the Allied Branches of other Sciences. By Henry Watts, F. C. S. With 2 supplements. 5 vols.	do	do	8vo		75 00
Encyclopædia Britannica. Ninth edition, American reprint. Vols. 5 and 6. Illustrated.	J. M. Stoddart & Co	Philadelphia, Pa	Each 8vo	725, 750	Each, 5 00
EDUCATION.					
Analytical Grammatical Chart of the English Language. By J. Derham	J. Derham	Santa Rosa, Cal	41 by 53 inches.		3 50
Choice Extracts for Recitation in Schools and Families. By Chas. Northend, A. M.	Brown & Gross	Hartford, Conn	16mo	48	12
A Graded Test Spelling Book. By J. Gilbert	R. S. Davis & Co	Boston, Mass	32mo	104	25
Essentials of English Grammar. For Use in Schools. By W. D. Whitney	Ginn & Heath	do	12mo	260	88
Elocution Simplified. By Walter K. Fobes	Lee & Shepard	do	16mo	94	50
Universal School Record. By W. E. Bucks	do	do			60
A Brief History of the Art of Stenography, with a Proposed New System of Phonetic Short-hand. By Wm. P. Upham.	Essex Institute	do	8vo	120	1 25
The Book of Eloquence. By Chas. D. Warner	E. C. Eastman	Concord, N. H.	12mo	452	1 50
Illustrated Lessons in Our Language. By G. P. Quackenbos	D. Appleton & Co	New York, N. Y	12mo	192	55
Appleton's Readers. By Wm. T. Harris and A. J. Rickoff	do	do			
Handbook of Punctuation. By W. J. Cocker, A. M	A. S. Barnes & Co	do	16mo	127	60
Compendium of Ornamental Penmanship. By Prof. D. T. Ames. 46 plates	A. J. Bicknell & Co	do	4to		5 00
A New System of Short-hand. By Rev. W. E. Scovil. Ninth American edition.	Campbell & Co	do	12mo		1 75
The Grammar School Speller and Definer. By E. D. Farrell	Catholic Pub. Soc	do	12mo		75
Higher Lessons in English. By Alonzo Reed, A. M., and Brainerd Kellogg	Clark & Mayward	do	16mo	256	75
A Primary Normal Speller. In script type. By A. G. Beecher	do	do	12mo		25
The School Room Guide. Part 1. Language and Letter-writing. By E. V. DeGraff, A. M.	Davis, Bardeen & Co	Syracuse, N. Y	16mo		25
De Witt's School Dialogues. Nos. 3–6	R. M. De Witt	New York, N. Y	Each, 16mo		10
Macauley's Dialogues for Little Folks	do	do	16mo	192	50
Webster's Progressive Speaker	do	do	16mo	192	50
Juvenile Speaker. Mrs. Russell Kavanaugh	Dick and Fitzgerald	do	16mo	128	50
Dick's Recitations and Readings. Nos. 5 and 6. Edited by Wm. B. Dick	do	do	Each, 16mo	Each, 180	Each, 50
Munson's Complete Phonographer. Revised edition	Harper & Bros	do			1 75
English Grammar as bearing on Composition. By Alexander Bain, LL. D	Henry Holt & Co	do	12mo	xxiv, 358	1 40
Elements of English Grammar. By S. W. Whitney	E. Steiger	do	12mo		45
Guide to the Kindergarten and Intermediate Class, by Elizabeth P. Peabody; and Moral Culture of Infancy, by Mary Mann. Revised edition.	do	do	12mo	216	1 25

TABLE XX.—*Publications, educational, historical, &c., for 1877, &c.*—Continued.

Name of book and of author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
EDUCATION—Continued.					
The Kindergarten Guide. By Maria Kraus-Bölte and John Kraus:					
No. 1. First and Second Gifts	E. Steiger	New York, N. Y.	8vo	vi, 26	$0 65
No. 2. Third, Fourth, Fifth, and Sixth Gifts	do	do	8vo	118	1 00
No. 3. Seventh Gift. (Tablets)	do	do	8vo	96	65
How to Teach according to Temperament and Mental Development. By N. Sizer.	S. R. Wells & Co	do	12mo	331	1 50
Good Selections. No. 2. By Prof. J. E. Frobisher. New issue	Davis, Bardeen & Co	Syracuse, N. Y	12mo	160	40
How to Teach. A Manual of Methods for a Graded Course of Instruction. By Henry Kiddle, A. M. Improved edition.	Van Antwerp, Bragg & Co.	Cincinnati, Ohio	12mo	276	1 00
Butler's Literary Selections. In 3 parts. For schools, academies, &c	J. H. Butler & Co	Philadelphia, Pa			Each, 55
Thought and Expression. The Child's First Book in Written Language. By Samuel S. Greene, LL. D.	Cowperthwait & Co	do	12mo		
A Manual of Elocution. By M. Josephine Warren. Revised and enlarged	W. S. Fortescue & Co	do	12mo	120	50
One Hundred Choice Selections. Nos. 13 and 14. By Phineas Garrett	P. Garrett & Co	do	Each 12mo		75
Outlines of Etymology. By S. S. Haldeman, LL. D., M. N. A. S	J. B. Lippincott	do	12mo	113	1 00
A Handbook of Punctuation. By Jos. A. Turner, M. A. New and revised edition.	do	do	16mo		75
Handy Atlas. A series of forty maps for the use of the general reader	do	do	8vo		3 00
Moral Maxims. For schools and families. By C. C. Baldwin. Sixth edition.	John P. Baldwin	Balcony Falls, Va		16	10
Primary Language Lessons. By C. C. Baldwin. First series. Third edition, revised and corrected.	do	do		24	15
Moral Mottoes. By C. C. Baldwin. Second edition, revised and enlarged	Virginia Print	Lynchburg, Va		11	6
ENCYCLOPÆDIAS.					
(See Dictionaries.)					
FINE ARTS.					
(See Archæology, Fine Arts, and Music.)					
GENERAL SCIENCE.					
Outlines of Modern Chemistry—Organic. By C. G. Wheeler	Jansen, McClurg & Co	Chicago, Ill	12mo	231	1 75
Elementary Chemistry. By S. F. Peckham, A. M.	John P. Morton & Co	Louisville, Ky	12mo	254	1 00
The Pocket Geologist and Book of Minerals. By H. L. Smith, C. & M. E	Kelly, Piet & Co	Baltimore, Md	12mo	128	1 00
The Art of Projecting. By Prof. A. E. Dolbear. A manual of experimentation in Physics, Chemistry, &c.	Lee & Shepard	Boston, Mass	12mo		1 50
Inventional Geometry. By W. G. Spencer. New series of Science Primers.	D. Appleton & Co	New York, N. Y	18mo	97	45
Youmans's Class-Book of Chemistry. By E. L. Youmans. New edition	do	do	12mo		1 50
Lessons in Electricity. By John Tyndall, D. C. L., F. R. S	do	do	12mo		1 00
Fragments of Science. Essays. By John Tyndall, D. C. L., F. R. S. Fifth edition.	do	do	12mo		2 50
Six Lectures on Light. By John Tyndall, D. C. L., F. R. S. Second edition	do	do	12mo		1 50

The Experimental Science Series. 1. Light. By A. M. Mayer and Chas. Barnard.	do	do	12mo		1 00
Science and Literature in the Middle Ages. By Paul Lacroix. Illustrated.	do	do	4to	600	12 00
Annual Record of Science and Industry for 1876. Edited by Prof. Spencer F. Baird.	Harper & Bros	do	12mo	ccxxxvi, 609	2 00
First Book in Chemistry. By Worthington Hooker, M. D	do	do	4to	176	90
A Popular Astronomy. By Prof. Simon Newcomb. With Maps and Illustrations.	do	do	8vo		4 00
A Handbook of Descriptive Astronomy. By George F. Chambers, F. R. A. S. Third edition.	Macmillan & Co	do	8vo		10 00
Manchester Science Lectures for the People (eighth series):					
What the Earth is Composed of. 3 lectures. By Prof. Roscoe	do	do			25
The Succession of Life on the Earth. 3 lectures. By Prof. Williamson	do	do			25
Why the Earth's Chemistry is as it is. 3 lectures. By Prof. Lockyer	do	do			25
An Introduction to the Theory of Electricity. By L. Cumming	do	do	12mo		3 00
Astronomical Myths. By John F. Blake	do	do	Crown 8vo		2 00
Science Lectures at South Kensington. Vol. 1. Lectures of Profs. Bramwell, Roscoe, Geikie, and Bottomley.	do	do	12mo		1 75
The Principles of Science. By W. Stanley Jevons. New edition	do	do	12mo	xliv, 786	3 50
A New Star Atlas. By R. A. Proctor. In 12 circular maps	G. P. Putnam's Sons	do	8vo		2 50
Acoustics, Light, and Heat. By William Lees. 200 illustrations. (Advanced Science Series.)	do	do	12mo	299	1 50
Inorganic Chemistry. 2 vols. By Prof. T. E. Thorpe, PH. D., F. R. S. E. (Advanced Science Series.)	do	do	Each 12mo		Each, 1 50
Tables for Systematic Qualitative Chemical Analysis. By John H. Snively.	D. Van Nostrand	do	8vo		1 00
The Chemist's Manual. By Henry A. Mott, jr., M. E., PH. D	do	do	8vo	636	6 00
Qualitative Chemical Analysis. By S. H. Douglass and A. B. Prescott. Second edition.	do	do	8vo		3 50
An Introduction to Qualitative Chemical Analysis. By F. Beilstein. Translated from the third edition by I. J. Osbun.	do	do	12mo	96	75
Text-book of Science on Structural and Physiological Botany. By Otto W. Thomé. Translated and edited by A. W. Bennett, M. A.	John Wiley & Sons	do	12mo	479	2 25
Elements of Agricultural Geology. By Wm. K. Kedzie, M. S	Van Antwerp, Bragg & Co	Cincinnati, Ohio	12mo	96	40
The Elements of Theoretical and Descriptive Astronomy. By Chas. J. White, A. M. Third edition, revised.	Claxton, Remsen & Haffelfinger.	Philadelphia, Pa	Demi 8vo		2 00
Trautwine's Civil Engineer's Pocket-book of Mensuration, Trigonometry, Surveying, &c. By John C. Trautwine. Fourth edition, revised and corrected.	do	do	12mo	648	5 00
Outlines of an Industrial Science. By David Syme	Henry C. Baird & Co	do	12mo	xii, 195	2 00
Principles of Theoretical Chemistry. By Ira Remsen, M. D	Henry C. Lea	do	12mo		1 50
An Elementary Treatise on Practical Chemistry and Qualitative Inorganic Analysis. For Use of Schools and Colleges. By Frank Clowes.	do	do	12mo	376	2 50
A Primer of Chemistry. By Arthur Vacher	Lindsay & Blakiston	do	16mo	108	50
The Microscopist—A Manual of Microscopy and Compendium of the Microscopic Sciences. By J. H. Wythe, A. M., M. D. Third edition, rewritten and enlarged. 250 illustrations.	do	do	8vo	260	4 50
GEOGRAPHY.					
Appleton's Hand-Atlas of Ancient Geography. Edited by Rev. George Butler. 28 maps.	D. Appleton & Co	New York, N. Y.	4to		3 00

TABLE XX.—*Publications, educational, historical, &c., for 1877, &c.*—Continued.

Name of book and of author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
GEOGRAPHY—Continued.					
Elementary Lessons in Physical Geography. (Science Primer.) By A. Geikie, LL. D., F. R. S.	Macmillan & Co	New York, N. Y.	16mo	xvi, 375	$1 75
Colton's New Introductory Geography	Sheldon & Co	do			60
Colton's Common School Geography	do	do			1 25
A School Geography Embracing a Mathematical, Physical, and Political Description of the Earth. By A. von Steinwehr. Illustrated.	Van Antwerp, Bragg & Co	Cincinnati, Ohio	Large 4to	126	1 30
New Descriptive Geography of Palestine. By H. S. Osborne, LL. D	State University	Oxford, Ohio	12mo	312	1 50
HISTORY.					
Annals of North America. [1492–1877.] By Edward Howland. Illustrated.	J. B. Burr Publishing Co.	Hartford, Conn	8vo		3 50
America not Discovered by Columbus. By R. B. Anderson, A. M. New edition.	S. C. Griggs & Co	Chicago, Ill	12mo	132	1 00
History of Turkey. By J. D. O'Connor. Second edition	Moses Warren	do	16mo	244	75
Stories of Roman History for the Little Ones. By Charlotte M. Yonge. 80 illustrations.	Estes & Lauriat	Boston, Mass	Square 16mo		1 50
Young Folks' History of the United States. By Thomas W. Higginson. Illustrated.	Lee & Shepard	do	16mo		1 50
History of Materialism. By F. A. Lange. 3 vols. Vol. I	James R. Osgood & Co.	do	Crown 8vo		3 50
Arnold's Campaign against Quebec. By John Joseph Henry	Joel Munsell	Albany, N. Y	12mo	250	2 00
New American History for Schools. By J. D. Quackenbos, A. M., M. D. 36 colored maps.	D. Appleton & Co	New York, N. Y.	12mo	300	1 25
History of the World. By J. D. Quackenbos, A. M., M. D. Illustrated	do	do	12mo	480	1 50
Roman Antiquities. By A. S. Wilkins, M. A. (History Primers)	do	do	18mo		45
A School History of Germany. By Bayard Taylor. 112 illustrations and 6 maps.	do	do	12mo	608	1 50
History of the late War in the United States. By Rev. Asa Mahan	A. S. Barnes & Co	do	8vo	461	3 00
A Manual of English History for the Use of Schools. By Edward M. Lancaster.	do	do	12mo	320	1 25
Historical Reader. By O. R. Willis	do	do	12mo	377	1 50
Battles of the Revolution. By Gen. H. B. Carrington, U. S. A	do	do	Royal 8vo	800	3 00
A Child's History of England. New school edition. 12 illustrations	G. W. Carleton & Co	do	12mo		1 25
D'Aubigné's History of the Reformation in the Time of Calvin. Vol. 8	Robt. Carter & Bros	do	12mo		2 00
History of India. By James Grant. 2 vols	Cassell, Petter & Galpin	do	Extra cr. 4to	Each 576	Each, 4 00
History of the United States. By Edmund Ollier and J. L. Chester. 3 vols.	do	do			Each, 4 50
History of France. By J. J. Anderson, PH. D	Clark & Maynard	do	12mo	370	1 20
A History of France. For the Use of Children. Adapted from the French Emma Marshall.	E. P. Dutton & Co	do	12mo	xii, 352	1 50
School History of Greece. By Geo. W. Cox, A. M	Harper & Bros	do	16mo	349	70
Egypt as it is. By J. C. McCoan	Henry Holt & Co	do	8vo	xiv, 417	3 75

Turkey. With 2 maps. By J. Baker	do	do	8vo		4 00
Russia. By D. Mackenzie Wallace	do	do	8vo	xiii, 620	4 00
A History of France. By G. W. Kitchin, M. A. Vols. 2 and 3. Maps and illustrations.	Macmillan & Co	do	Crown 8vo	Vol. 2, 1453 Vol. 3, 1793	Each, 4 50
Vol. 1. English History in the Fourteenth Century. By Chas. H. Pearson	G. P. Putnam's Sons	New York, N. Y.	16mo		1 25
Vol. 2. Reign of Louis XI. By P. F. Willert	do	do	16mo		1 25
The Childhood of the English Nation. By Ella S. Armitage	do	do	16mo	xii, 247	1 25
Modern Europe. [1453–1871.] By Thomas H. Dyer. 5 vols	Scribner, Welford & Armstrong.	do	8vo		22 50
Text-book for Students in Naval History. By J. Thompson, U. S. N	Shillington		12mo		40
History of the City of Rome. By Thomas H. Dyer	R. Worthington & Co	New York, N. Y.	8vo		5 00
An Outline of General History. By M. E. Thalheimer, A. M	Van Antwerp, Bragg & Co	Cincinnati, Ohio	12mo	340	1 20
Labberton's Historical Series. By Prof. Robt. H. Labberton:					
Outlines of History	Claxton, Remsen & Haffelfinger.	Philadelphia, Pa	Oblong 4to	238	2 00
Historical Questions	do	do	Oblong 4to		1 75
Historical Atlas	do	do	Oblong 4to		3 50
Historical Chart. In four forms	do	do			
History of the United States of America. By Josiah W. Leeds	J. B. Lippincott & Co	do	12mo	468	1 75
History of England. By Harriet Martineau. 4 vols	Porter & Coates	Philadelphia, Pa	12mo		4 00
Historical Handbooks. Edited by Oscar Browning:					
LANGUAGE.					
First Lessons in Latin. By Elisha Jones, M. A	S. C. Griggs & Co	Chicago, Ill	12mo	x, 220	1 25
Students and Teachers' Manual of Questions on the French Grammar. By Alfred Hennequin, A. M.	S. R. Winchell & Co	do	8vo	32	25
A Course in Scientific German. By Henry Blake Hodges	Ginn & Heath	Boston, Mass	12mo	vi, 69	1 57
A Latin Grammar founded on Comparative Grammar. By J. H. Allen and J. B. Greenough. Revised edition.	do	do	12mo	xi, 329	1 40
Allen & Greenough's Cicero. By R. F. Pennell. With vocabulary	do	do	12mo	358	1 40
An English-Greek Lexicon. By C. D. Yonge. New edition	do	do	Square 12mo	483	3 00
Goodwin's Greek Reader. Revised edition, edited by Prof. W. W. Goodwin	do	do	12mo	384	1 88
Goodwin's Selections from Xenophon and Herodotus. Edited by Prof. W. W. Goodwin and John Williams White.	do	do	12mo	408	1 88
The First Four Books of the Anabasis of Xenophon. Edited by Prof. W. W. Goodwin and John Williams White.	do	do	12mo	240	1 18
Introduction to Greek Prose Composition, with Exercises. By A. Sidgwick	do	do	12mo	280	1 75
Parallel Rules of Greek and Latin Syntax	do	do	Oblong 18mo	30	94
Six Weeks' Preparation for Reading Cæsar. By James M. Whiton	do	do	18mo		32
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A Compendious Dictionary of the French Language (French-English and English-French). By Gustave Masson. Third edition.	do	do	12mo		1 70
Universe of Language. By George Watson	Authors' Publishing Co	do	12mo		1 50
A Collegiate Course in the French Language. By Prof. J. G. Keetels	Clark & Maynard	do	12mo		
Grammaire Française Moderne. By Victor Alvergnat	Clark & Maynard	do	12mo	306	1 08
Aids to Latin Orthography. By Wilhelm Brambach. Translated from the German by W. Gordon McCabe, A. M.	Harper & Bros	do	Square 18mo	165	1 17
Livy. Books I, II, XXI, and XXII, with notes by Chas. Anthon, LL. D., and H. Craig, M. A.	do	do	12mo	592	1 40
Compendious German and English Dictionary. By Wm. D. Whitney	Henry Holt & Co	do	Small 8vo	900	3 50

TABLE XX.—*Publications, educational, historical, &c., for 1877, &c.*—Continued.

Name of book and of author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
LANGUAGE—Continued.					
Gasc's (Ferdinand) French Dictionaries:					
A New Dictionary of the French and English Languages	Henry Holt & Co	New York, N. Y.	8vo		$3 75
Pocket Dictionary of the French and English Languages. New edition.	do	do	16mo		1 40
Introductory French Reader. By Dr. Emil Otto. Edited, with notes and vocabulary, by E. S. Joynes.	do	do	16mo	163	1 00
A Book for the Beginner in Anglo-Saxon. By John Earle, M. A.	Macmillan & Co	do	12mo		1 00
Appendix to Cleasby and Vigfusson's Icelandic-English Dictionary. By Rev. Walter Skeat, M. A.	do	do	4to		75
An Anglo-Saxon Reader. By Henry Sweet, M. A.	do	do	12mo		2 50
A Practical Grammar of the Sanskrit Language. By M. Williams, M. A. Third edition.	do	do	8vo		6 00
Easy Selections from Xenophon's Anabasis, with vocabulary. Edited with notes by J. S. Philpotts, M. A., and C. S. Jerram, M. A.	do	do	12mo		1 50
Homer's Odyssey. Vol. 1. Books I-XII. Edited by W. Walter Merry and James Riddell, M. A.	do	do	8vo		6 50
Lange's New German Method. Complete in 4 vols. By Hermann Lange:					
Vol. 1. The Germans at Home	do	do	8vo		1 25
Vol. 2. A Grammar of the German Language	do	do	8vo		1 75
Macmillan's Progressive French Course. By G. E. Fasnacht	do	do	12mo		50
Bellows' French Pocket Dictionary. By J. Bellows. Second edition.	Scribner, Welford & Armstrong.	do	32mo	616	5 25
A Systematic Synopsis of German Grammar. By Dr. P. Henn	E. Steiger	do	12mo	viii, 127	60
Ahn's Second German Reader. With notes and vocabulary. By Dr. P. Henn.	do	do	12mo		1 00
Key to Ahn's Second German Reader. By Dr. P. Henn	do	do	12mo		50
Cæsar's Commentaries on the Gallic War. By G. K. Bartholomew. With notes and vocabulary.	Van Antwerp, Bragg & Co.	Cincinnati, Ohio	12mo	v, 392	1 05
A Short Latin Grammar. By Edward Roth, A. M. In 6 parts. Parts 1, 2, and 3.	Claxton, Remsen & Haffelfinger.	Philadelphia, Pa	Each 18mo		Each 25
Brachet's Public School Elementary French Grammar. By A. Brachet. Adapted for the Use of English Schools. By Rev. P. H. E. Brette, B. D., and Gustave Masson, B. A. Part II—Syntax.	J. B. Lippincott & Co	do	12mo		75
Contanseau's Pocket Dictionary of the French and English Languages. By Léon Contanseau.	do	do	24mo		1 50
Contanseau's Practical Dictionary of the French and English Languages. By Léon Contanseau.	do	do	Crown 8vo		2 50
Longman's German and English Dictionary. By F. W. Longman. Pocket edition.	do	do	18mo		1 50
Beginning in German. For use in Public Schools	J. B. Hoeger & Sons	Milwaukee, Wis	12mo		30
The Progressive Translator. By J. Baldauf and T. Ulbricht	do	do	12mo		40

LAW.					
Jurisprudence and its Relation to the Social Sciences. By D. C. Heron.	S. Whitney & Co. Hurd & Houghton	San Francisco, Cal. New York, N. Y	16mo		1 50
Lawyer's Commonplace and Brief Book. By G. L. Barber	E. B. Myers	Chicago, Ill	9 by 12 inches.	300	4 00
Review of Legal Studies. For law students. By Ulric Blickensderfer. 2 vols.	do	do	16mo	794	3 50
Commentaries on Criminal Law. By Joel P. Bishop. Sixth edition. 2 vols.	Little, Brown & Co.	Boston, Mass.	8vo		12 00
Commentaries on Equity Jurisprudence. By Hon. Joseph Story. Twelfth edition, revised with notes and new cases by James W. Perry. 2 vols.	do	do	8vo		12 00
Cushing's Manual of Parliamentary Practice. By L. S. Cushing. Revised edition.	Thompson, Brown & Co.	do	16mo	200	75
Summary of Equity Pleading. By C. C. Langdell	C. W. Sever	Cambridge, Mass	8vo	130	2 00
Commentaries on the Liberty of the Subject and the Laws of England Relating to the Security of the Person. By James Paterson, M. A. 2 vols.	Macmillan & Co.	New York, N. Y	12mo		9 00
Naquet's Legal Chemistry. Translated from the French by J. P. Battershall, PH. D.	D. Van Nostrand	do	12mo		2 00
United States Courts and their Practice. By B. V. Abbott. (In 2 vols.) Vol. 2.	Ward & Peloubet	do	8vo	634	7 50
Digest of Law Publications	Robert Clarke & Co.	Cincinnati, Ohio	12mo	vi, 246	25
Commentary on the Law of Evidence in Civil Issues. By Francis Wharton, LL. D. 2 vols.	Kay & Bro	Philadelphia, Pa	8vo	xii, 1506	13 00
Elements of the Laws. A text-book. By Thomas L. Smith. Revised edition.	J. B. Lippincott & Co	do	12mo		1 50
Institutes of Common and Statute Law. By J. B. Minor, LL. D. Vol. 1.—The Rights which Relate to the Person. Vol. 2.—The Rights which Relate to Things Real. Second edition, revised and corrected.	Randolph & English	Richmond, Va.	8vo	Vol. 1...672 Vol. 2..1098	15 00
Questions for the Use of Students in the Junior Law Class of Columbian University. By Walter S. Cox.	W. H. & O. H. Morrison	Washington, D. C.	8vo		2 50
LITERATURE.					
(See Bibliography and Literature.)					
LOGIC.					
(See Philosophy and Logic.)					
MATHEMATICS.					
Shorter Course in Arithmetic. By Chas. Davies, LL. D. Part 1				178	50
Shorter Course in Arithmetic. By Chas. Davies, LL. D. Part 2				348	90
The Teachers' Metric Manual. Illustrations and examples	American Metric Bureau	Boston, Mass.			20
The Metric System of Weights and Measures. By J. Pickering Putnam. Second edition, revised and enlarged.	do	do	8vo	70, 13	1 00
Greenleaf's Manual of Intellectual Arithmetic	R. S. Davis & Co	do	16mo	151	30
An Elementary Geometry. By G. A. Wentworth	Ginn & Heath	do			1 25
An Elementary Geometry. By Wm. F. Bradbury. University edition	Thompson, Brown & Co.	do	12mo	260	1 60
Quackenbos' Higher Arithmetic. By G. P. Quackenbos, LL. D.	D. Appleton & Co.	New York, N. Y	12mo	420	1 10
Complete Arithmetic, Theoretical and Practical. By Wm. G. Peck, PH. D., LL. D	A. S. Barnes & Co.	do	12mo	329	1 12

TABLE XX.—*Publications, educational, historical, &c., for* 1877, *&c.*—Continued.

Name of book and of author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
MATHEMATICS—Continued.					
The Accountant for Public Schools and Academics. By M. R. Powers, M. A.	A. S Barnes & Co	New York, N. Y	8vo	155	$1 25
Manual of Geometry. By Wm. G. Peck, PH. D., LL. D	do	do		300	1 60
Key to Peck's Manual of Algebra	do	do		90	1 40
The Standard Arithmetic for Schools of all Grades. By Jas. E. Ryan. Nos. 1 and 2.	Catholic Publ'ng Society	do	12mo		Each 75
An Elementary Algebra. By James B. Thomson, LL. D	Clark & Maynard	do	12mo	300	1 25
Book-Keeping by Single and Double Entry. By C. P., W. H., and R. P. Duff	Harper & Bros	do	Square 16mo	192	60
Felter's New Intermediate Arithmetic. Advanced Arithmetic	Scribner, Armstrong & Co.	do	16mo	258, 249	Each 73
Pictorial Primary Arithmetic. By Prof. Olney	Sheldon & Co	do			36
Olney's Elements of Arithmetic	do	do		396	89
A Complete Arithmetic. By M. MacVicar, LL. D	Taintor Bros., Merrill & Co	do	12mo	388	1 08
Text-Book on Surveying Projections and Portable Instruments for the Use of Cadet Midshipmen, U. S. N. A.	D. Van Nostrand	do	8vo	147	2 00
New Descriptive Geometry. By S. E. Warren, C. E. With 24 folding plates	John Wiley & Sons	do	Small 8vo		3 50
Elements of Geometry. By G. M. Searle	do	do	8vo	135	1 50
Plane Problems in Elementary Geometry. By S. E. Warren, C. E. New edition.	do	do	12mo		1 25
The Thirty Possible Problems of Percentage. By W. H. Bradford	C. W. Bardeen & Co	Syracuse, N. Y	16mo	21	25
A Guide to the Fundamental Rules of Arithmetic. By Levi N. Beebe. Pupils' edition. Teachers' edition (including pupils' edition).	Davis, Bardeen & Co	do	16mo 16mo		50 1 00
A Work in Numbers for Junior Classes in Graded Schools. By Martha Roe.	do	do	16mo	163	50
Ray's New Primary Arithmetic. By Jos. Ray, M. D	Van Antwerp, Bragg & Co	Cincinnati, Ohio	16mo	94	18
Ray's New Intellectual Arithmetic. By Jos. Ray, M. D	do	do	16mo	140	30
Ray's New Practical Arithmetic. By Jos. Ray, M. D. Revised edition of the Practical Arithmetic.	do	do	16mo	viii, 336	50
New American Arithmetic. In 3 parts	J. H. Butler & Co	Philadelphia, Pa	Each 12mo	84, 120, 192	19, 30, 42
New American Practical Arithmetic, comprising Parts 2 and 3 of New American Arithmetic.	do	do	12mo	308	60
New Developments in Algebra. By T. Henderson	Claxton, Remsen & Haffelfinger.	do	12mo		1 00
Single Entry Book-Keeping. By Samuel W. Crittenden. Revised and enlarged edition.	W. S. Fortescue & Co	do			75
The Complete Arithmetic. By Albert N. Raub, A. M	Porter & Coates	do	12mo	333	88
The Child's Arithmetical Example Book and Teachers' Key Combined. By Jacob J. Peres. Second edition.	A. F. Dod & Co	Memphis, Tenn	18mo	48	15

MECHANICS AND PHYSICS.					
Elements of Natural Philosophy. By Prof. A. E. Dolbear	Ginn & Heath	Boston, Mass			
Elements of Physics; or Natural Philosophy. By N. Arnott, M. D. Seventh edition, edited by Alex. Bain.	D. Appleton & Co	New York, N. Y	12mo	873	3 00
Krüsi's Elementary Mechanical Drawing. By Frank B. Morse. In 6 parts. Part 1	do	do			50
Parts 2 and 3					Each, 25
Theory and Action of the Steam Engine. By W. H. Northcott, C. E	Cassell, Petter & Galpin	do	Demy 8vo	224	3 50
Lectures on Some Recent Advances in Physical Science. By P. G. Tait, M. A. Second edition, revised and enlarged.	Macmillan & Co	do	Crown 8vo		2 50
Applications of Physical Force. By Amédée Guillemin. Translated and edited by Mr. and Mrs. Norman Lockyer. With illustrations and colored plates.	do	do	Royal 8vo	741	12 50
Natural Philosophy for Beginners:					
Part I. The Properties of Fluid and Solid Bodies. By I. Todhunter, F. R. S.	do	do	16 mo	400	1 50
Part II. Sound, Light, and Heat. By I. Todhunter, F. R. S.	do	do	18 mo		1 50
New Constructions in Graphical Statics. By Henry T. Eddy, C. E., PH. D. Illustrated.	D. Van Nostrand	do	8vo	62	1 50
A Manual of Rules, Tables, and Data for Mechanical Engineers. By D. K. Clark. Illustrated.	do	do	8vo	984	7 50
Ganot's Physics. Translated and edited from Ganot's Éléments de Physique. By E. Atkinson, PH. D. Illustrated. New edition.	William Wood & Co	do	12mo	919	5 00
Industrial Drawing. By D. H. Mahan, LL. D. Revised and enlarged by D. F. Thompson.	John Wiley & Sons	do	8vo		3 50
Principles of Elementary Mechanics. By Professor De Volson Wood	do	do	12mo		1 50
The Elements of Analytical Mechanics. For Use in Scientific Schools and Colleges. By Prof. De Volson Wood. Second edition, revised and enlarged.	do	do	8vo		3 00
An Elementary Course in Civil Engineering. By J. B. Wheeler. For Use of Cadets, U. S. M. A.	do	do	8vo	500	4 00
A Manual of the Mechanics of Engineering and of the Construction of Machines. By Julius Weisbach, PH. D.:					
Vol. II, part 2. Hydraulics and Hydraulic Motors. Translated by Prof. A. Jay Du Bois. Illustrated.	do	do	8vo	723	6 00
Vol. II, part 3. Theory of the Steam Engine. Translated by Prof. A. Jay Du Bois.	do	do	8vo		6 00
A New Treatise on Elements of Mechanics. With an Appendix on Duodenal Arithmetic and Meteorology. By J. W. Nystrom, C. E.	Claxton, Remsen & Haffelfinger.	Philadelphia, Pa	8vo		4 00
MEDICINE AND SURGERY.					
Fragments of Physiology. By Abraham T. Lowe, M. D	H. A. Young & Co	Boston, Mass	16mo	220	1 25
The Vest Pocket Anatomist. By C. H. Leonard. Enlarged edition	Daily Post Printing Co	Detroit, Mich	32mo	56	50
A System of Obstetrics on Homœopathic Principles. By W. C. Richardson, M. D. Illustrated.	W. C. Richardson	St. Louis, Mo	8vo		5 00
The Physiology of the Mind. By Henry Maudsley, M. D. The first part of a third edition of the Physiology and Pathology of the Mind.	D. Appleton & Co	New York, N. Y	12mo		2 00
A Practical Treatise on Materia Medica and Therapeutics. By Roberts Bartholow, M. D. New edition.	do	do	8vo		5 00
Encyclopædia of Pure Materia Medica. Edited by Timothy F. Allen, A. M., M. D. Vol. 5	Boericke & Tafel	do	8vo	628	Each, 6 00
Vol. 6			8vo	640	

TABLE XX.—*Publications, educational, historical, &c., for* 1877, *&c.*—Continued.

Name of book and of author. 1	Name of publisher. 2	Place of publication. 3	Size of book. 4	Number of pages. 5	Price. 6
MEDICINE AND SURGERY—Continued.					
The Application of the Principles and Practice of Homœopathy to Obstetrics. By H. N. Guernsey, M. D. Third edition, revised and enlarged.	Boericke & Tafel	New York, N. Y	8vo	1004	$8 00
Origin and Progress of Medical Jurisprudence. By S. E. Chaillé, M. D.	Aug. Brentano, jr.	do	8vo	40	30
Contributions to Operative Surgery and Surgical Pathology. By J. M. Carnochan, M. D. Illustrated. Part 3.	Harper & Bros	do	4to		Paper, 1 00
A Text-Book of Physiology for the Use of Medical Students. By M. Foster, M. D., F. R. S. Second edition, revised.	Macmillan & Co	do	8vo		6 50
American Clinical Lectures. Edited by E. C. Seguin, M. D. Vol. 2. Complete.	G. P. Putnam's Sons	do	8vo		3 00
American Clinical Lectures. Vol. 3, No. 1, Morton's Transfusion of Blood.	do	do			30
Syllabus of Lectures in Anatomy and Physiology. By T. B. Stowell, A. M.	Davis, Bardeen & Co	Syracuse, N. Y	8vo	80	50
A Course of Practical Histology. By E. A. Schafer, M. D. Illustrated	Henry C. Lea	Philadelphia, Pa	Royal 12mo	208	2 00
The Ear; its Anatomy, Physiology, and Diseases. By Charles H. Burnett, M. A., M. D. For Use of Students and Practitioners. Illustrated.	do	do	8vo	615	4 50
How to Use the Ophthalmoscope. By Edgar A. Browne. For Use of Students. 35 illustrations.	do	do	Small roy. 12mo	120	1 00
Farquharson's Guide to Therapeutics. Edited by F. Woodbury, and adapted to the U. S. Pharmacopœia.	do	do	12mo	410	2 00
A Course of Operative Surgery. By Christopher Heath, M. D. Part 4	Lindsay & Blakiston	do	4to		2 50
Materia Medica for the Use of Students. By Prof. J. B. Biddle. Illustrated. Eighth revised edition.	do	do	8vo	462	4 00
A Dictionary of Medical Terminology, Dental Surgery, and Collateral Sciences. By C. A. Harris, M. D. Fourth edition, revised by J. S. Gorgas, M. D.	do	do	8vo	754	6 50
A Practical Treatise on the Diseases of Children. By J. Forsyth Meigs, M. D., and William Pepper, A. M., M. D. Sixth edition, revised and enlarged.	do	do	8vo	1012	6 00
Elements of Dental Materia Medica and Therapeutics, with Pharmacopœia. By J. Stocken.	do	do	12mo	147	1 50
Practitioner's Reference Book. By Richard J. Dunglison, M. D	do	do	8vo	viii, 341	3 50
A Practical Treatise on Operative Dentistry. By Jonathan Taft, D. D. S. Third edition, revised and enlarged. 228 illustrations.	do	do	8vo		4 25
Lectures on Practical Surgery. By H. H. Toland, M. D. Illustrated	do	do	8vo	xii, 506	4 50
The Student's Guide to the Practice of Midwifery. By D. Lloyd Roberts, M. D. 95 engravings.	do	do	12mo		2 00
The Student's Guide to Dental Anatomy and Surgery. By Henry E. Sewill. 77 engravings.	do	do	12mo		1 50
A New Path in Electrical Therapeutics. By Elizabeth J. French. New edition.	J. B. Lippincott & Co	do	12mo		2 00
Diseases of the Skin. By Louis A. Duhring, M. D. Illustrated	do	do	8vo	618	6 00
Atlas of Skin Diseases. By Louis A. Duhring, M. D. Part 2. With plates.	do	do	4to		2 50

MUSIC.						
(See Archæology, Fine Arts, and Music.)						
NATURAL HISTORY.						
Animal Analysis. By Elliott Whipple, M. A. A method of teaching zoölogy.	Jansen, McClurg & Co	Chicago, Ill	12mo	124		75
The Birds of the Northwest. By Elliott Coues, M. D	Estes & Lauriat	Boston, Mass	8vo			4 50
Social Life of Insects. Mental Powers of Insects. By A. S. Packard, jr	do	Boston, Mass	Each sq. 12mo.	Each 32	Each,	25
Questions in Preparatory Botany. By Chas. W. Stone	Lockwood, Brooks & Co	do	16mo			30
Illustrations of the Ferns of North America. By Prof. Daniel C. Eaton and James H. Emerton. In 6 parts. Part 1.	S. E. Cassino	Salem, Mass	Large 4to			1 00
Notes on the Osteology and Myology of the Domestic Fowl. By Victor C. Vaughan. For Use in Colleges and Schools of Comparative Anatomy. Illustrated.	Sheehan & Co	Ann Arbor, Mich	12mo	116		1 50
First Book of Botany. By Eliza A. Youmans	D. Appleton & Co	New York, N. Y	12mo	167		85
Youmans's Second Book of Botany	do	do	12mo			1 30
First Book of Zoölogy. By Ed. S. Morse	do	do	12mo			1 10
Illustrated Plant Record, with Check Tablets. By Prof. A. Wood	A. S. Barnes & Co	do	8vo	100		1 00
A Fourteen Weeks' Course in Zoology. By J. Dorman Steele, PH. D	do	do	12mo	308		1 25
Flower Object Lessons; or First Lessons in Botany. By M. Emma Le Maout. Illustrated.	Austin Black	do	12mo	55		75
The Geographical Distribution of Animals. By A. R. Wallace. In 2 vols.	Harper & Bros	do	8vo			10 00
An Introduction to the Osteology of Mammalia. By W. H. Flower, F. R. S., F. R. C. S. Second edition, revised.	Macmillan & Co	do	12mo	344		2 25
The Ancient Life-History of the Earth. By Henry A. Nicholson. 270 engravings.	Scribner, Welford & Armstrong.	do	Crown 8vo			5 25
Art and Science Handbooks:						
Animal Products. By P. L. Simmonds	do	do	12mo	416		2 50
Economic Entomology. By Andrew Murray	do	do	12mo	480		2 50
Text-Book of Mineralogy. By Prof. E. S. and J. D. Dana. Second edition.	John Wiley & Sons	do	8vo			5 00
Appendix to Dana's Mineralogy	do	do	8vo			1 00
Le Maout and Decaisne's Botany. Translated by J. D. Hooker	R. Worthington	do	Imperial 8vo			13 50
Our Birds of Prey. By Henry G. Vennor	do	do	4to			13 00
The American Palæozoic Fossils. By S. A. Miller	S. A. Miller	Cincinnati, Ohio	8vo	270		3 00
PHILOSOPHY AND LOGIC.						
Studies in the Philosophy of Religion and History. By A. M. Fairbairn	Adam W. Lovell & Co		12mo	348		1 75
The Creed of Christendom. By W. R. Greg. 2 vols	James R. Osgood & Co	Boston, Mass	Crown 8vo			5 00
Natural Law; an Essay in Ethics. By Edith Simcox	do	do	Crown 8vo			3 50
The Physical Basis of the Mind. By G. H. Lewes	do	do	8vo			3 00
Chauncey Wright's Philosophical Discussions. With a biographical sketch of the author by C. E. Norton.	Henry Holt & Co	New York, N. Y	8vo			3 50
Essays in Philosophy. By Thomas De Quincey. Riverside edition	Hurd & Houghton	do	Crown 8vo			1 75
Descartes and English Speculation. By Rev. W. Cunningham	Macmillan & Co	do	8vo			3 00
Modern Philosophy from Descartes to Schopenhauer and Hartmann. By Prof. Francis Bowen.	Scribner, Armstrong & Co	do	8vo	xii, 484		3 00
Outlines of Biblical Psychology. By J. T. Beck	Scribner, Welford & Armstrong.	do	12mo			2 00
A History of Philosophy, Ancient and Modern. By Joseph Haven, D. D., LL. D	Sheldon & Co	do	12mo			2 00

TABLE XX.—*Publications, educational, historical, &c., for* 1877, *&c.*—Continued.

Name of book and of author.	Name of publisher.	Place of publication.	Size of book.	Number of pages.	Price.
1	2	3	4	5	6
PHILOSOPHY AND LOGIC—Continued.					
A Vocabulary of the Philosophical Sciences. By Chas. P. Krauth, S. T. D., LL. D.	Sheldon & Co	New York, N. Y	12mo	xxii, 1044	$3 50
The Principles of Psychology. By John Bascom. Revised and enlarged edition.	G. P. Putnam's Sons	do	12mo		1 75
Every-Day Reasoning; or the Science of Inductive Logic. By Rev. Geo. P. Hays, D. D.	Claxton, Remsen & Haffelfinger.	Philadelphia, Pa	12mo	172	1 50
PHYSICS.					
(See Mechanics and Physics.)					
POLITICAL AND SOCIAL SCIENCE.					
Principles of Sociology. By Herbert Spencer. Vol. 1	D. Appleton & Co	New York, N. Y	12mo		2 50
The Flush Times of Alabama and Mississippi. By Judge Jos. G. Baldwin. Thirteenth edition.	do	do			1 25
The English Constitution and Other Political Essays. By Walter Bagehot. Revised edition.	do	do	12mo	viii, 468	2 00
Ancient Society. By L. H. Morgan	Henry Holt & Co	do	8vo	xvi, 560	4 00
Politics and Political Science. By Thomas De Quincey. Riverside edition	Hurd & Houghton	do	Crown 8vo		1 75
Bastiat's Political Economy. New edition, translated and revised. Edited by D. A. Wells.	G. P. Putnam's Sons	do	12mo		1 25
Economics; or the Science of Wealth. By Prof. J. M. Sturtevant. For the Use of High Schools and Colleges.	do	do	8vo		1 75
Introduction to Political Economy. By Prof. Arthur L. Perry	Scribner, Armstrong & Co.	do	12mo	350	1 50
A System of Political Economy. By J. L. Shadwell	Scribner, Welford & Armstrong.	do	8vo		9 00
Class Book of Federal Government. Revised edition	J. H. Sampson	Columbus, Ohio	Square 16mo	10	10
First Principles of Political Economy. By Prof. W. D. Wilson. New and revised edition.	Henry C. Baird & Co	Philadelphia, Pa	12mo	361	1 50
An Exposition of the Constitution of the United States. Revised by Henry Flanders. Fourth edition.	Claxton, Remsen & Haffelfinger.	do			1 75
SOCIAL SCIENCE.					
(See Political and Social Science.)					
SURGERY.					
(See Medicine and Surgery.)					
THEOLOGY.					
The Science of the Bible. By Milton Woolley, M. D. Illustrated	Knight & Leonard		8vo	613	4 00

A Statement of the Natural Sources of Theology. By Thomas Hill, D. D., LL. D. Reprinted from the Bibliotheca Sacra.	Warren F. Draper	Andover, Mass	8vo		1 00
A Critical Greek and English Concordance of the New Testament. By Chas. F. Hudson. Revised and completed by E. Abbot.	H. L. Hastings	Boston, Mass	16mo	xxi, 508	2 50
A Complete Concordance of the Holy Scriptures. By Alex. Cruden. New and condensed edition, edited by John Eddie, D. D., LL. D.	Lee & Shepard	do	8vo		1 50
Dean Alford's Greek Testament. Revised edition. 4 vols.	do	do		3000	30 00
The Ancient City. By Fustel de Coulanges. Translated by Willard Small. Third American edition.	do	do	Crown 8vo		2 50
A Dictionary of Christian Biography, Literature, Sects and Doctrines. By Dr. Wm. Smith and H. Wace, M. A. In 3 vols. Vol. 1.	Little, Brown & Co	do	8vo	926	5 50
Lectures on Preaching. By Rev. R. W. Dale	A. S. Barnes & Co.	New York, N. Y	12mo		1 50
Matthew Henry's Commentary { In 9 vols. In 5 vols. }	Robert Carter & Bros	do	8vo 4to		20 00 20 00
The Witness of the Psalms to Christ and Christianity. By Wm. Alexander, D. D.	E. P. Dutton & Co.	do	8vo	xx, 312	2 00
Ruling Ideas in Early Ages and their Relation to the Old Testament Faith. By J. B. Mozley, D. D.	do	do	8vo	295	2 50
Lectures on Preaching. By Rev. Phillips Brooks, D. D	do	do	12mo	281	1 50
The Creeds of Christendom. By Philip Schaff, D. D, LL. D. 3 vols	Harper & Bros.	do	8vo		15 00
Reconciliation of Science and Religion. By Prof. Alex. Winchell	do	do	12mo	403	2 00
Cyclopædia of Biblical, Theological and Ecclesiastical Literature. Prepared by John McClintock, D. D., and Jas. Strong. Vol. 7.	do	do	8vo	1063	5 00
Patriarchs and Law Givers of the Old Testament. By F. D. Maurice. Fourth edition.	Macmillan & Co	do	12mo		2 00
Last Essays on Church and Religion. By Matthew Arnold	do	do	12mo	228	1 50
Outlines of Christian Theology. By L. T. Townsend, D. D	Nelson & Phillips	do	12mo	36	40
The Old Bible and the New Science. By J. B. Thomas, D. D	Daniel C. Potter	do	Square 12mo	255	1 50
The Cradle of Christ. A Study in Primitive Christianity. By Rev. O B. Frothingham.	G. P. Putnam's Sons	do	8vo	xi, 233	1 75
The Biblical Museum. By Jas. C. Gray. Vol. 1. Genesis and Exodus	A. D. F. Randolph & Co	do	12mo	384	1 50
Our Theological Century. By John F. Hurst, D. D	do	do	12mo		75
Lange's Commentary. General editor, Dr. Philip Schaff:					
Chronicles, Ezra, Nehemiah and Esther	Scribner, Armstrong & Co.	do			5 00
Samuel I and II	do	do	8vo	616	5 00
Faith and Philosophy. By H. B. Smith, D. D. Edited, with Introduction by G. L. Prentiss.	do	do	8vo		3 50
History of the Church of Christ, in Chronological Tables. By Henry B. Smith, D. D. New edition.	do	do			5 00
Dean Stanley's Lectures on the History of the Jewish Church. Third series. New edition.	do	do	Crown 8vo		2 50
The Ecclesiastical Encyclopædia. By John Eadie	Scribner, Welford & Armstrong.	do	8vo		4 25
On Christian Commonwealth. Translated and adapted from the German of Dr. Henry W. Thiersch.	do	do	8vo		3 75
Systematic Theology. By Miner Raymond, D. D. 2 vols	Hitchcock & Walden	Cincinnati, Ohio	Royal 8vo	534, 530	Each, 3 00
Questions Awakened by the Bible. By Rev. John Miller	J. B. Lippincott & Co	Philadelphia, Pa	12mo		1 50
Kitto's Cyclopædia of Biblical Literature. 3 vols. Illustrated	do	do	Royal 8vo		18 00 & 24 00

TABLE XXI.—*Statistics of schools and asylums for feeble-minded children for* 1877; *from replies to inquiries by the United States Bureau of Education.*

NOTE.—× indicates the branches taught.

	Name.	Location.	Date of establishment.	Superintendent.	Number of instructors and other employés.	Number of inmates.			Branches taught.								Number dismissed improved since opening.	Income.	Expenditure.
						Male.	Female.	Total.	Object lessons.	Reading.	Writing.	Arithmetic.	Geography.	Grammar.	Drawing.	Singing.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	Connecticut School for Imbeciles	Lakeville, Conn	1858	Henry M. Knight, M. D	12	48	36	84	*a* ×	×	×	×	×	....	×	×	....	$14,975	$14,975
2	Illinois Asylum for Feeble-minded Children.	Lincoln, Ill	1865	Chas. F. Wilbur, A. M., M. D.	50	103	79	182	....	×	×	×	×	....	....	....	204	*b*58,000	58,000
3	Iowa Asylum for Feeble-minded Children.	Glenwood, Iowa	1876	O. W. Archibald, M. D	16	62	38	100	....	*c* ×	×	×	....	....	....	×	2	15,000	18,000
4	Kentucky Institution for Educating Feeble-minded Children.	Frankfort, Ky	1860	J. Q. A. Stewart, M. D	22	67	60	127	....	×	×	×	×	×	....	....	....	26,000	26,000
5	Private Institution for the Education of Feeble-minded Youth.	Barre, Mass	1848	George Brown, M. D	....	57	19	76	....	×	×	×	×	....	....	....	128	....	36,485
6	Massachusetts School for Idiotic and Feeble-minded Youth.	Boston, Mass	1848	Edward Jarvis, M. D	21	53	35	88	....	×	×	×	×	....	....	(*d*)	....	*e*25,000	25,000
7	Hillside School for Backward and Feeble Children.	Fayville, Mass	1870	Mesdames Knight and Green.	9	8	1	9	*f* ×	×	×	×	×	×	×	×	10	....	......
8	Idiot Asylum, Randall's Island	New York, N. Y	1868	Mary C. Dunphy	4	88	61	149	×	×	×	×	×	....	×	(*g*)	53	....	......
9	New York Asylum for Idiots	Syracuse, N. Y	1851	Hervey B. Wilbur, M. D	56	148	119	267	....	×	×	×	×	....	....	....	....	46,810	47,967
10	Ohio State Asylum for Idiots	Columbus, Ohio	1857	G. A. Doren, M. D	104	271	180	451	....	×	×	×	×	×	....	....	201	79,178	77,589
11	Pennsylvania Training School for Feeble-minded Children.	Media, Pa	1852	Isaac N. Kerlin, M. D	61	147	101	248	(*h*)	×	×	×	×	×	....	....	458	57,535	52,725

a Articulation, sewing, fancy work, dancing, and gymnastics are also taught.
b Per annum from State.
c Kindergarten instruction and gymnastic exercises are also given.
d Gymnastic exercises form a part of the training.
e Of this $20,000 is from the State.
f Painting, wood carving, and fancy work are also taught.
g Also mat making for boys and sewing for girls.
h Also farming and domestic work, and industrial trades.

TABLE XXII.—*Improvements in school furniture, apparatus, ventilation, &c., patented in the United States for the year* 1877.

Name of patentee.	Residence.	Number of patent.	Title of patent.
1	2	3	4
Watrous, J	Groton, Conn	186, 777	Combined pencil sharpener and point protector.
Taylor, J. D	Willington, Conn	188, 984	Device for teaching penmanship.
Swift, E. M	Windham, Conn	190, 644	Slate cleaner.
Willbanks, D. A	Monroe, Ga	189, 535	Apparatus for teaching spelling.
Andrews, H. L	Chicago, Ill	190, 662	Blackboard eraser.
Goodrich, H. C	Chicago, Ill	188, 792	Slate frame.
Martin, C. E	Chicago, Ill	196, 532	Educational appliance.
Haynes, E	Kirk's Cross-Roads, Ind.	186, 729	School desk seat.
Tilman, N. T	Xenia, Ind	194, 015	Writing ink.
Briggs, W. S	Ottumwa, Iowa	198, 484	Fountain pen.
Kavanaugh, R. W	Chaplin, Ky	196, 583	Apparatus for teaching arithmetic.
Merrill, T. B	Portland, Me	187, 721	Slate pencil sharpener.
Fisher, E. S	Boston, Mass	188, 505	Educational toy.
Smith, E. W	Boston, Mass	185, 977	Scholar's companion.
Watriss, A. W	Cambridge, Mass	192, 102	Paper folder and cutter.
Trask, C. H	Lynn, Mass	196, 270	Combination writing instrument.
Bacon, C. N	Winchester, Mass	188, 227	Blackboard rubber.
Davis, O	Battle Creek, Mich	190, 832	Folding seat for school desks.
Medart, P	St. Louis, Mo	187, 477	Gymnastic apparatus.
Lake, E. B	Bricksburg, N. J	196, 676	Combined pencil holder and sharpener.
Shepherd, C. C	Passaic, N. J	193, 099	Drawing slate.
Shepherd, C. C	Passaic, N. J	193, 464	School slate.
Shepherd, C. C	Passaic, N. J	198, 552	Slate.
Garfield, C. L	Albany, N. Y	194, 770	Ventilator for building.
Bennett, W. H	Brooklyn, N. Y	198, 560	Combined blotting pad and ruler.
Bennett, W. H	Brooklyn, N. Y	191, 512	Ventilation and disinfection of buildings
Gardam, J	Brooklyn, N. Y	192, 161	Parallel ruler.
Chase, M. W	Buffalo, N. Y	198, 352	School furniture.
Manning, J. W	Cambria, N. Y	189, 944	Copy book.
Browne, C. B	Camillus, N. Y	193, 139	Book cover protector.
Hofer, W. L	Deposit, N. Y	195, 281	Adding machine.
Taylor, W. F	Medina, N. Y	187, 680	Student's chair.
Hussey, C. A	New York, N. Y	195, 762	Galvanic battery.
Langerfeld, A	New York, N. Y	187, 871	Draughtsman's instrument.
McGill, G. W	New York, N. Y	188, 653	Combined erasive tip and pencil point protector.
Schrag, P	New York, N. Y	186, 885	Combined eraser and pencil.
Stein, D. J	New York, N. Y	198, 056	Writing desk.
Wakeman, H	New York, N. Y	198, 169	Pencil sharpener.
Walgrain, W. C. F., and Buscall, K.	New York, N. Y	192, 957	School desk.
Averill, H. K., jr	Plattsburg, N. Y	195, 693	Attachment to parallel rulers.
Benson, H. C	Yonkers, N. Y	187, 087	Penholding pencil point protector.
Brailly, E. E	Bellaire, Ohio	197, 820	Fountain pen holder.
Lackey, S. J	Cleveland, Ohio	197, 279	Chart for object teaching.
Harden, H. O	Stoutsville, Ohio	198, 018	Orthographic and numerical frame.
Simonton, J. C	Tiro, Ohio	197, 497	Device for teaching musical transposition.
Haggerty, J	Corry, Pa	190, 318	Combined slate and book carrier.
Farrington, C. B	Philadelphia, Pa	186, 288	Combined blotter and paper clip.
McCormick, W. D	Scranton, Pa	188, 651	Combined slate and scholar's companion.
Payne, J. R	Concord, Tenn	193, 459	School desk and settee.
Fields, C. C	Abingdon, Va	187, 114	Adding pencil.
Anderson, W. A	La Crosse, Wis	194, 026	Copying book.
Holton, W. J., and Field, J. E.	Milwaukee, Wis	191, 856	Paint pencil or crayon.
Durant, E. G	Racine, Wis	192, 640	Educational globe.
Kingsley, H. L., and W. P. Packard.	Racine, Wis	189, 473	Blackboard.
Allen, F. S	Washington, D. C	194, 883	Slate frame attachment.
Cates, W. A		197, 246	Geographical clock.
Corning, C		195, 348	School chart.
McElhinney, M. P		192, 926	Blotter and ruler combined.

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